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ABSTRACT

A community assessment questionnaire was developed at Worthington Community College (WCC) to determine sources of information about WCC, attitudes toward and knowledge of WCC, educational needs and interests, how WCC's service population could best be served, and respondent characteristics. A total of 200 people in six population centers were surveyed. The study revealed that: (1) most people got their information about WCC from local newspapers; (2) WCC reputation was ranked as the most important reason for attending; (3) many respondents were "not sure" about various aspects of WCC's programs and courses; (4) occupational training and special interest workshops were of high interest; (5) consumer education, business and management skills, and home repairs and do-it-yourself skills were the most highly ranked subject and skill areas; (6) 50% of the respondents were interested in receiving college credit; (7) interviewees preferred evening classes in the fall and spring; and (8) many influences on course enrollment were monetary. Regarding participant characteristics, the most highly represented occupational group was "housewife", 46% of the respondents were aged 25 to 44, and 65% were female. The study concluded that telephone assessment results could be used to predict off-campus and evening classes enrollments. A literature review and conclusions based upon the study, as well as the survey instrument, are included. (AYC)

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The Effectiveness of a Telephone Community Assessment Survey in Increasing Enrollment

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A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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Abstract of a Major Applied Research Project Presented to
Nova University in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

THE EFFECTIVENESS OF A TELEPHONE COMMUNITY ASSESSMENT SURVEY IN INCREASING ENROLLMENT

By

Dale R. Carlson

April, 1979

Worthington Community College has been offering off-campus and evening classes based primarily on available instructors and on volunteer letters and telephone calls indicating an interest in a particular class or activity. This study entailed the production of a telephone questionnaire of a specific nature, the administering of the telephone questionnaire to randomly selected members of six population centers, and testing the effectiveness of the application of the results of the telephone questionnaire survey.

The telephone community assessment questionnaire that was developed contained very specific questions under the following six goal headings: 1. sources of information about Worthington Community College; 2. attitudes toward Worthington Community College; 3. knowledge about Worthington Community College; 4. educational needs and interests; 5. conditions under which the constituency of Worthington Community College can best be served; and 6. respondent characteristics.

The average amount of time per call was 16.5 minutes. If the interviewee is forewarned it was found that it is possible to satisfactorily

conduct a telephone survey of a longer length than has usually been recommended.

Questionnaire goal IV, question C contained a wide variety of subjects and skills to which the interviewees responded with an indication of interest. Ranked lists of subjects and skills were prepared for each of the six communities. Lists of off-campus and evening class enrollments for the past five quarters (Fall 1977-Winter 1979) were prepared. The ranked lists of subjects and skills were used to determine which of these classes were in the upper one-third and which were in the lower two-thirds.

The Mann-Whitney U-Test was used to test the directional hypothesis: off-campus class enrollments in the upper one-third was significantly higher than in the lower two-thirds. The directional hypothesis was tested at the .05 level of significance. The critical U value for the n values used was 30. The calculated U value was 30. Since the calculated U value is equal to the critical U value, the directional hypothesis is accepted.

The t-Test was used to test the directional hypothesis: Worthington evening class enrollments in the upper one-third was significantly higher than in the lower two-thirds. The directional hypothesis was tested at the .05 level of significance. The critical t-value was 1.658. The calculated t-value was 2.25. Since the calculated t-value exceeds the critical value of t, the directional hypothesis is accepted.

The conclusion is made that telephone assessment survey results can be used to predict which off-campus and evening classes will have the higher enrollments. Through the application of survey results a more judicious use of staff and monetary resources can be made.

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INTRODUCTION

Background and Significance

Emphasis on institutional planning and goal setting has occurred in the seventies and is due largely to the decreased availability of resources. In a time of declining resources, strategic institutional planning which may lead to more supportive public policy is needed if institutions are to survive (Richardson, Gardner, and Pierce, 1977: 3). One of the reasons for the declining resources may be what is referred to as "the credibility gap," a feeling of mistrust on the part of the public about what higher education is doing or "producing." It is important that colleges conduct research to justify the costs of new programs and to substantiate the continuance of existing programs. During a questionable economy, money tends to find its way to those who can best justify its expenditure (Hartnett, 1971: 2-3).

Raines (1977: 5) stated, "Education for today's world must be lifelong and life-centered." Assessments must be made periodically to determine community needs. In making these assessments, one must communicate both with potential students and with local businesses and industries to determine what programs are needed to meet learning and manpower needs. Harlacher (1969: 51) has stated these ideas very succinctly.

> The decision to provide a specific service cannot be based upon the hunches of college staff members alone; it must be grounded in an analysis of the community's needs and interests. Such an analysis can best be made after a community survey, and with the insight provided by conferences and discussions with community people. Once the college has taken the initiative in this regard, the community-at-large ought to be encouraged to bring specific requests for services to the college.

Ferguson and others (1975: 1-2) stated "Planners and administrators of educational and training programs run the risk of providing inappropriate or unusable services and programs, if those services and programs are planned and designed without conscious attention to the needs and wants expressed by people in the community." Community members do not have to demand help from educational institutions before their need and wants are considered in the planning process. A community assessment survey can be a very useful source of information. Assessment survey data together with data collected in other ways can help an educational institution to plan programs which are needed and have a high chance of success.

Worthington Community College has experienced several years of declining enrollment. The decline has precipitated financial crisis, faculty layoffs, and other attendant problems leading to a situation of deteriorating institutional morale. In recent years this situation has not been uncommon among educational institutions. A recent North Central Association visitation team was critical of the lack of institutional goals at Worthington Community College (Report of A Visit to Worthington Community College, 1978: 23). Research should both precede and follow the establishment of institutional goals and research must play a key role in planning the long-range goals of an institution (Alfred and Ivens, 1978: 3).

The last time any type of community assessment was done at Worthington Community College was in 1973 (Olson, 1973) and that study was rather superficial and incomplete. The faculty and administration at Worthington Community College recognized the need for a community assessment which would supply information to be used in establishing institutional goals,

justifying the addition and/or deleting of courses and programs and which would help the institution deliver the courses and programs to the right location at the right time.

Research Questions

This study can be subdivided into three major issues and/or research questions. These subdivisions are: 1. survey design, 2. survey administration, and 3. evaluating the results of the survey.

The key problem in this study was to determine if the survey results could be used to predicate class enrollments in evening and off-campus classes. In the process of doing the survey, much other information was gathered to help assess current public knowledge and opinions of Worthington Community College.

The Hypothesis

Telephone assessment survey results can be used to predict which off-campus and evening classes will have the higher enrollments.

Definition of Terms

Community Assessment Survey: A means of collecting community viewpoints on a particular issue or issues.

Directional Hypothesis: The type of hypothesis used when it is predicted that one group will exceed the other group.

Hypothesis: A statement of the outcome anticipated from an investigation.

Level of Significance: The probability that an event is occurring due to something other than chance. The .05 level means that an obtained result that is significant at the .05 level could occur by chance only 5 times in 100 trials.

Mann-Whitney U-Test: A test for differences between independent

samples. This test is frequently used when the sample numbers are few and when they are skewed.

Off-Campus Courses: Courses offered at sites other than the main campus.

Quasi-Experimental Research: Research where one or more of the variables cannot be controlled.

Questionnaire: The form containing the questions used in a survey.

t-Test: A test for a difference between two independent means. This test is commonly used when the sample numbers are large.

Telephone Survey: Use of the telephone as the instrument to transmit the survey questions and responses.

Assumptions and Limitations

The basic design of the study is quasi-experimental. The author has identified educational needs via a telephone assessment survey. The needs have been ranked (see page 15) and the upper one-third have been placed in one group and the lower two-thirds in another group. Enrollments in off-campus classes and evening classes the past five quarters (Fall 1977-Winter 1979) have been used to see if those classes identified in the upper one-third did have a significantly higher enrollment than those in the lower two-thirds. A better design would be to establish experimental and control classes based on the survey results and then compare results.

The assumption that the basic population and the educational needs of that population have not changed much between the 1977-78 school year and the 1978-79 school year is made.

REVIEW OF RELATED LITERATURE

This study can be subdivided into issues concerning: 1. survey design, 2. survey administration, and 3. evaluating the effectiveness of the application of the survey results. Following is a review of literature applicable to these issues.

Stark (n.d.:17) has a list of tips to successful surveying. Tips that are applicable to questionnaire construction would be:

1. Determine what you want to find out.
2. Write and refine the questions.
3. Be sure you ask simple, clear questions.
4. Avoid the open-end questions because they are hard to tabulate.
5. Test the questions on a select number of the audience you intend to sample.

The Council for Advancement and Support of Education (1977: 35) has stated some simple guidelines on constructing a questionnaire:

1. Be brief.
2. Be specific.
3. Pay particular attention to clarity.
4. Use structured (multiple choice) rather than open-ended questions wherever possible.
5. Pretest your questionnaire. Have friends, colleagues, and some representatives of your universe complete the form and suggest improvements.

Jacobs (1974: 16-25) has stated some cautions in writing questions for questionnaires:

1. Don't assume your respondent will know what you are talking about, just because you do.
2. Don't leave yourself wondering: What did he mean by that answer?
3. Don't ask people to go against their basic inclinations.
4. Don't "lead."
5. Don't confuse or lose the respondent.
6. Don't make your questions too long.
7. Don't use "All-American" or "giveaway" words.
8. Don't load your questions.

Thomas, Smith, and Hall (1973: 8-9) have presented a number of pointers on constructing the questionnaire:

1. The reasons for conducting the survey should be clearly identified.
2. At the beginning of the interview, the questions should be as general as possible and then lead into the more specific questions.
3. The questions should follow some logical sequence such as going from the past, to the present, and then to the future.
4. Avoid negative questions.
5. Do not assume the public knows what is being talked about.
6. Skip questions that can be answered without surveying.
7. Avoid "iffy" questions.
8. Do not slant questions to produce favorable answers.
9. Do not use the survey as a sales program.
10. Phrase the questions clearly, avoiding jargon and keep sentences short.
11. Keep the survey short to avoid being overwhelmed with data.

There are other good publications dealing with questionnaire design and the surveying process. Oppenheim's (1966) publication entitled Questionnaire Design and Attitude Measurement and Levy's (1972) publication entitled A Primer for Community Research are particularly good.

The literature also revealed useful ideas on interviewing and pretesting. Warren (1965: 342-345) has presented some hints in interviewing. It should be noted that several of the interview hints overlap with ideas presented on the construction of questionnaires.

1. Select tactful people for interviewers.
2. Train your interviewers.
3. Make an appointment, where possible, particularly if you wish to interview an official, who is likely to grant you more time if you come at his convenience.
4. It is important that the interviewer have a clear idea of the nature and purpose of the survey and be able to communicate it to the person interviewed.
5. Establish "rapport."
6. It is important that the field worker not give the impression that he is out on an "investigation" or "exposé."
7. Assure anonymity where appropriate, and respect the confidences granted you.
8. Begin the interview with easy questions which do not ask for confidential material and about which there is unlikely to be any negative reaction.
9. Don't ask "loaded" questions.
10. Guard against using the interview as an educational device.
11. The interview should be tapered off gradually.

12. Careful notes should be taken of the interview.

It is important to pretest the questionnaire to find problems with questions. Jacobs (1974: 26-27) has provided some excellent ideas on pretesting:

1. The pretest respondents should be representative of your eventual target audience.
2. The pretest is more useful if it is conducted by someone who knows the subject area. It is often helpful to have the respondent explain the question. Misunderstandings become very apparent through this process.
3. Ask the respondent to explain what he means by a choice, or to give his reason for the choice, even though these questions will not be asked in the main administration of the questionnaire. These questions will frequently reveal incorrect assumptions and possible rationales that the question writer never dreamed possible.
4. During pretesting of the questionnaire, a high proportion of respondents giving no answer or a "don't know" response should raise danger flags.

The University of Mid-America (1975) has reported on a needs assessment which was conducted to assess the need for certain selected courses. When the courses were offered the persons enrolled were studied to see how closely they matched the assessment data in regards to age distribution, sex, educational attainment, marital and family status, and type of residential area (rural, smalltown, medium town, etc.) The results were extremely varied. For example, the age distribution of the persons enrolled was almost exactly the same as the assessment respondees but the

sex distribution was reversed.

The University of Mid-America (1975) study was the only paper the author found that in any way attempted to measure the effectiveness of the application of survey results.

PROCEDURES AND METHODOLOGY

A telephone survey was selected for these reasons: 1. the low population density in Worthington Community College's rural service area might not generate adequate returns if a mail survey were used; 2. door-to-door personal contact surveys may be best but Worthington Community College simply does not have the personnel or financial resources to carry out this method; and 3. telephone surveys have a high percentage of responses and can be conducted with fewer personnel and financial resources. Shippen and Wright (1974: 51-53) have reported good results using this method.

Most existing community assessment questionnaires ask questions that get at broad, over-all needs and tend to deal with generalities. At Worthington Community College the need was for a questionnaire that would get at specifics such as which courses delivered where and when will have the greatest chance for success. As the questionnaire was developed the concept of specificity was a consideration always in the forefront.

The first step in developing the questionnaire was to review the literature of existing needs assessment surveys. There are numerous questionnaires which have been developed and used. Rather than develop a totally new questionnaire, the author decided it would be most practical to use items from several of the existing questionnaires that have been developed and tested. The resulting questionnaire is not unique but represents a composite of items taken from many existing assessment forms including Iowa Lakes Community College (1976), Moore (1975), Fort Scott Community College (1975), Pealer (1977), Anderson and Reed (1976), San Diego Community College (1975), and Delaware County Community College (1978).

The first form of the questionnaire contained a list of potential goals and potential questions which could be used in a telephone community assessment survey (see Appendix I). The list of potential goals and questions was presented to a panel consisting of two administrators, two faculty members, two members of the Citizens Advisory Committee, and two members of the Student Senate of Worthington Community College. The panel helped the author to limit and refine the questionnaire. As a result of panel suggestions the following changes were made in the questionnaire:

1. Items which were somewhat redundant were eliminated in order to reduce the amount of time necessary to administer the questionnaire.
2. Additions were made to some questions where the items to respond to did not represent a complete list or where the choice of responses was not complete.
3. Irrelevant items were removed.
4. Items which might alienate the respondent were removed. For example, the question on family income.
5. Changes were made to increase the specificity of the questionnaire. For example, the list of subjects and skills was lengthened and made more specific.

Based on panel input the author prepared a questionnaire which incorporated the recommended changes and included the introductory material the interviewer would need to state (see Appendix II).

The questionnaire was then field tested by calling and conducting telephone interviews with thirty randomly selected persons within the Worthington Community College service area. The author and two other persons conducted the field test calls. Prior to the actual calling the

author conducted a training session with the other two interviewers. The training session involved going through the entire questionnaire item by item so that the interviewer became familiar with the questionnaire and had a chance to receive clarification from the author, discussion of telephone courtesy, and the technique to use in selecting alternate respondents.

Random selection was done using the following procedure:

1. Telephone books from Worthington, Reading, and Bigelow, Minnesota were used.
2. The total number of personal telephones for the three communities was determined.
3. The total number of personal telephones was divided by 30. The resulting number was the interval number.
4. The numbers from one to the interval number were placed in a container and a number was randomly picked. This number became the starting point in the Worthington telephone book.
5. The interval number was counted before the next selection, etc. The counting progressed into the Reading and Bigelow telephone books.
6. If a number selected no longer had a telephone or if the persons refused to cooperate the number immediately above was used, if they refused to cooperate the next number below was used, etc.

The field testing revealed that the telephone questionnaire took from 14-21 minutes. This is rather long for a telephone questionnaire, however, it was found that if the respondent was forewarned at the beginning of the questionnaire most respondents were cooperative.

Following the thirty field test calls the author met with the inter-

viewers and the following suggestions were made:

1. The introductory paragraph should contain a statement informing the respondent as to the approximate time the questionnaire will take.
2. Minor wording changes were made to make certain respondent choices uniform.
3. Minor wording changes were made in several questions to enhance clarity.
4. Questions under goals were given capital letter designations for ease in tabulating results.
5. The interviewers recommended not doing reinterview calls.

These suggestions were all followed in producing the final questionnaire.

Originally it was intended that reinterview calls would be made to test the reliability of the questionnaire. The primary reason for not doing reinterview calls was the length of the questionnaire. Most respondents reacted favorably to the questionnaire despite its length. However, it was felt that to impose on an individual for that length of time again would result in a very negative reaction. Pealer (23) states that "the vast majority of similar studies reviewed used only the feedback received from the pilot-test."

Appendix III contains the final questionnaire which was used in the telephone community assessment survey. The questionnaire incorporates the following:

1. It is based on suggestions on good questionnaire design as reported in the review of literature.
2. It gets at very specific course and program needs, the best time to deliver the courses and programs, and the best place to de-

liver them.

3. The questions used are not particularly unique, but a telephone questionnaire of this length is unique.
4. It is based on the developmental steps as previously outlined.

The final questionnaire was used in a telephone assessment survey of six population centers (County Seats) in and within a 30 mile radius of Worthington, Minnesota. The six centers are Worthington, Windom, Jackson, Slayton, and Luverne, Minnesota and Sibley, Iowa. The population in each center was taken from school census data for fall, 1978. The number of calls to each population center was based on the percentage of the total population that each center represented.

A total of 200 telephone questionnaires were administered. The number of calls to each population center was as follows: Worthington 65, Luverne 32, Windom 30, Jackson 29, Slayton 22, and Sibley 22. A larger number of telephone questionnaires would have been desirable but 200 is all that time, finances, and personnel factors would allow. Levy (1972: 14-15) has stated that a sample size of 200 will result in a probable error of 9%. This probability is based on an unbiased, random sampling method and would hold true regardless of the size of the total population. Stark (n.d.: 17) says the number 384 from any population will give you 95% reliability. The author believes that a probable error of 10% or less provides Worthington Community College with useful data.

Telephone books for each of the population centers were used to draw the random sample for each center. The total number of personal telephones was determined for each population center. The total number of telephones in a center was divided by the total number of calls going to that center. The resulting number was the interval between numbers chosen from the tele-

phone book. All numbers from one to the interval number were placed in a container and one was randomly selected. This number was the starting point in the telephone book and the interval number was counted before the next selection, etc. If a number selected no longer had a telephone or if the people refused to cooperate the number immediately above was used, if they refused to cooperate the next number below was used, etc.

The telephone questionnaires were administered between 6:30 p.m. - 9:00 p.m. on Monday through Thursday. It was felt that these hours and days would be least disruptive to the persons being interviewed and result in the best balance of male and female interviewees. A few calls attempted during the day confirmed this in that mostly females were reached and most declined to participate because of time commitments. Six persons were employed to help with the telephone questionnaires. These persons were trained similar to those who made the sample calls.

Upon completion of all the telephone community assessment surveys the results were tabulated. A table was made for each question showing responses by community and also the total responses for that question.

Questionnaire goal IV, question C contained a wide variety of subjects and skills to which the interviewees responded with an indication of interest (Table 9). Their responses were numerically ranked employing the following scale: Yes, very important = 4; yes, moderately important = 3; yes = 2; maybe = 1; and no = -1. On the basis of this scale ranked lists of subjects and skills were prepared for each of the six communities and a composite list was also prepared (Tables 10-16).

Lists of off-campus and evening class enrollments for the past five quarters (Fall 1977-Winter 1979) were prepared (Appendix IV and V). The ranked lists of subjects and skills were used to determine which of these

classes were in the upper one-third and which were in the lower two-thirds. The off-campus classes were statistically analyzed as were the Worthington evening classes.

Off-campus mean class enrollments for classes ranked in the upper one-third and those in the lower two-thirds was used to test the directional hypothesis: class enrollment in the upper one-third was significantly higher than in the lower two-thirds. Worthington evening mean class enrollment for classes ranked in the upper one-third and those in the lower two-thirds was used to test the directional hypothesis: class enrollment in the upper one-third was significantly higher than in the lower two-thirds.

The Mann-Whitney U-Test (Bruning and Kintz, 1977: 224-227) for differences between independent samples was used to test the directional hypothesis for the off-campus classes. The t-Test (Bruning and Kintz, 1977: 10-13) for a difference between two independent means was used to test the directional hypothesis for the Worthington evening classes. One-tailed tests were used since directional hypotheses were being tested. The directional hypothesis would be accepted at the .05 level of significance for a one-tailed test. The hypothesis would be supported if the directional hypotheses are accepted.

FINDINGS

The average amount of time per call was 16.5 minutes. This is rather long for a telephone survey and contradicts most of the existing survey literature which admonishes the interviewer to be brief. It was found that if the interviewee was forewarned most persons would cooperate on a long survey. Although statistics were not kept on it, the interviewees generally agreed that the farther away the interviewee was from the campus the higher the percent of refusals. It was also felt that the percent of refusals in Sibley, Iowa was higher than in the Minnesota communities. Even though Sibley, Iowa is closer geographically than some of the Minnesota communities the people may not identify as closely with a Minnesota institution.

Table 1 summarizes where the interviewees have gotten most of their information about Worthington Community College. Most persons get their information from local newspapers. Discussion with friends ranked second and discussion with students ranked third. Most of the survey choice other responses indicated high school counselors as a source of information.

Table 2 summarizes the responses to the question as to how Worthington Community College can provide the interviewee with information about the college. More articles in local newspapers ranked first in all communities except Luverne and Slayton. Receiving a college catalog ranked second overall but ranked first in Luverne and Slayton. Receiving college brochures and pamphlets ranked third.

Table 3 shows how the interviewees ranked the importance of selected items to students attending Worthington Community College. The reputation

TABLE 1

GOAL I. Sources of information about Worthington Community College.

QUESTION A. Where have you gotten most of your information about Worthington Community College?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. Discussion with friends	12	5	11	1	12	13	54
2. Discussion with students	2	1	10	6	5	17	41
3. Local radio stations	3	3	7	1	3	7	24
4. Local newspapers	4	10	12	10	12	33	81
5. TV	1	5	2	0	5	0	13
6. Brochures and pamphlets published by the college	6	8	5	3	7	2	31
7. Other	1	7	1	4	4	6	23

TABLE 2

GOAL I. Sources of Information About Worthington Community College.

QUESTION B. In which of the following ways can Worthington Community College provide you with information about the college?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON		TOTALS
1. By sending you a college catalog	19	27	18	13	20	37	YES	134
	10	4	4	8	9	23	NO	58
2. By putting your name on a mailing list to receive college brochures and pamphlets	19	23	18	13	16	34	YES	123
	10	8	4	8	13	26	NO	69
3. Through more articles in local newspapers	21	23	18	10	21	52	YES	143
	8	8	4	11	8	9	NO	48
4. By presenting more information over the radio and television	17	19	16	9	19	33	YES	113
	12	12	6	12	10	27	NO	7
5. Letting you talk with a counselor on campus	6	18	11	12	12	24	YES	83
	23	13	11	9	15	36	NO	107
6. By posters and roadsigns	10	14	10	6	12	18	YES	70
	19	17	12	15	17	42	NO	122
7. No interest	0	1	0	1	0	0	YES	2
	0	0	0	0	0	4	NO	4

TABLE 3

GOAL II. Attitudes Toward Worthington Community College.

QUESTION A. How important do you think the following items are to students attending Worthington Community College?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON		TOTALS
1. The reputation of the college	13	27	21	13	26	51	Very Important	151
	14	5	1	8	3	12	Moderate Importance	43
	1	0	0	1	0	1	Little Importance	3
2. Low cost	16	23	19	16	21	44	Very Important	139
	13	8	3	5	9	17	Moderate Importance	55
	0	0	0	1	0	3	Little Importance	4
3. Close to home	15	20	17	10	22	45	Very Important	129
	9	9	5	10	5	13	Moderate Importance	51
	4	3	0	2	3	5	Little Importance	17
4. Small size of college	5	17	19	3	8	26	Very Important	78
	20	9	3	13	15	25	Moderate Importance	85
	3	6	0	6	7	13	Little Importance	35
5. Specialized program offered there	17	24	18	16	21	43	Very Important	123
	10	6	4	5	8	9	Moderate Importance	38
	1	1	0	1	1	4	Little Importance	8
6. Other (specify)	0	0	2	0	0	1	Very Important	3
	0	0	0	0	0	0	Moderate Importance	0
	0	0	0	0	0	0	Little Importance	0

of the college is ranked as being most important. Followed by low cost, close to home, specialized program offered there and small size of college in that order.

Table 4 indicates that the opinions the interviewees have heard about Worthington Community College have been overwhelmingly positive.

Table 5 summarizes the interviewees knowledge of courses and programs offered by Worthington Community College. All of the courses and programs listed are available at Worthington Community College. Not many persons said no to items but there were many not sure responses for every category. This may indicate inadequate publicity of courses and programs.

Table 6 shows interviewee responses to whether or not a high school diploma is required to take courses at Worthington Community College. The questionnaire contained only a yes or no response, however, so many people responded by saying they were not sure that this category was added in the summary.

Table 7 summarizes the importance the interviewees place on various services that a college might provide. All of the items contain an overwhelming number of very importants and moderate importants. This would indicate that all these items are considered important collegiate services.

Table 8 indicates the type of program or activity that most interests the persons interviewed. Occupational training to upgrade job skills and workshops on subjects of special interest rank highest. Career training and college degree credit courses rank next.

Table 9 shows the extent of interviewee interest in a wide variety of subjects and skills. It must be noted that Jackson and Luverne do not have any yes, very important and yes, moderately important responses recorded. There was a misunderstanding on the part of the two interviewers

TABLE 4

GOAL II. Attitudes Toward Worthington Community College

QUESTION B. Have most of the opinions you have heard about Worthington Community College been:

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. POSITIVE	16	18	19	9	22	42	126
2. NEUTRAL	11	7	2	6	5	16	47
3. NEGATIVE	0	0	1	2	0	2	5
4. NO OPINION	2	7	0	5	2	3	19

TABLE 5

GOAL III. Knowledge About Worthington Community College.

QUESTION A. Does Worthington Community College offer?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON		TOTALS
1. College level courses	12	23	16	13	21	43	YES	128
	2	0	0	0	0	1	NO	3
	15	9	5	9	8	19	NOT SURE	65
2. Vocational courses	16	17	17	19	15	39	YES	123
	2	2	1	0	0	2	NO	7
	11	13	4	3	14	21	NOT SURE	66
3. Adult education courses	8	24	18	17	20	53	YES	140
	2	0	1	1	0	0	NO	4
	18	8	3	4	9	10	NOT SURE	52
4. Courses in reading skills improvement	13	11	6	7	7	32	YES	76
	2	0	1	0	0	0	NO	3
	13	21	15	15	22	30	NOT SURE	116
5. Agricultural	17	15	13	10	12	50	YES	107
	4	1	1	0	1	0	NO	7
	7	15	8	12	15	14	NOT SURE	71
6. Competency based education program	10	18	8	11	8	26	YES	81
	5	0	0	0	1	2	NO	8
	13	14	14	11	16	34	NOT SURE	102

TABLE 5 (continued)

GOAL III. Knowledge About Worthington Community College.

QUESTION A. Does Worthington Community College offer?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON		TOTALS
7. Financial aids for students	15	20	14	18	17	49	YES	133
	4	0	1	0	0	1	NO	6
	9	11	7	4	9	14	NOT SURE	54
8. Recreational programs for public use	13	12	13	14	10	38	YES	100
	4	2	1	0	1	1	NO	9
	11	18	8	8	15	24	NOT SURE	84
9. Cultural activities for the public	13	22	13	16	18	46	YES	128
	2	2	1	0	0	1	NO	6
	13	8	8	6	8	16	NOT SURE	59
10. Courses for academically advanced high school seniors	7	19	10	11	13	36	YES	96
	5	0	1	0	0	1	NO	7
	16	13	11	11	13	26	NOT SURE	90
11. Child care services for enrolled students	10	5	5	13	4	28	YES	65
	2	3	2	0	0	1	NO	8
	16	24	15	9	22	34	NOT SURE	120
12. A writing laboratory for students with writing difficulties	8	11	7	8	6	22	YES	62
	3	0	2	0	0	3	NO	8
	17	21	13	14	20	37	NOT SURE	122

TABLE 5 (continued)

GOAL III. Knowledge About Worthington Community College.

QUESTION A. Does Worthington Community College offer?

		JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON		TOTALS
13.	A math laboratory where	7	15	7	10	5	25	YES	69
	students can progress at	2	1	3	0	0	3	NO	9
	their own rate	19	16	12	11	21	35	NOT SURE	114

TABLE 6

GOAL III. Knowledge About Worthington Community College.

QUESTION B. Is a high school diploma required in order to take courses at Worthington Community College?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. YES	17	12	10	2	12	14	67
2. NO	11	11	10	11	9	37	89
3. NOT SURE	0	9	2	9	5	11	36

TABLE 7

GOAL IV. Educational Needs and Interests

QUESTION A. For each item below, please give your opinion as to whether the item is very important, moderately important, or of little importance.

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
1. Academic counseling	18	24	21	16	18	55	152	Very Important
	11	6	1	4	7	9	38	Moderate Importance
	0	1	0	2	0	1	4	Little Importance
	0	1	0	0	0	1	2	No Opinion
2. Job and career counseling	17	29	21	17	21	57	162	Very Important
	12	2	1	3	4	6	28	Moderate Importance
	0	0	0	2	0	1	3	Little Importance
	0	0	0	0	0	1	1	No Opinion
3. Social and recreational functions	5	10	8	6	10	26	65	Very Important
	23	17	13	12	13	32	110	Moderate Importance
	1	3	1	3	2	8	18	Little Importance
	0	2	0	0	0	0	2	No Opinion
4. Job placement services	23	28	21	19	20	53	164	Very Important
	5	2	1	0	5	10	23	Moderate Importance
	1	1	0	2	0	2	6	Little Importance
	0	1	0	1	0	0	2	No Opinion
5. Library books and facilities	21	27	22	16	22	56	164	Very Important
	7	5	0	6	3	7	28	Moderate Importance
	0	0	0	0	0	0	0	Little Importance
	1	0	0	0	0	2	3	No Opinion

TABLE 7 (continued)

	JACKSON	LIVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
6. Retraining adults for new jobs and careers	15	23	19	14	21	47	139	Very Important
	14	7	3	7	4	14	49	Moderate Importance
	0	0	0	1	0	3	4	Little Importance
	0	2	0	0	0	0	2	No Opinion
7. Cultural activities for the community such as plays, music concerts, lectures, movies, etc.	8	14	13	10	4	39	88	Very Important
	17	17	6	9	18	21	88	Moderate Importance
	4	1	2	3	3	5	18	Little Importance
	0	0	1	0	0	0	1	No Opinion
8. Early admission for high school students	10	10	9	17	11	26	83	Very Important
	14	13	10	4	9	27	77	Moderate Importance
	4	4	2	1	1	9	21	Little Importance
	1	6	1	0	3	4	15	No Opinion
9. Adult education courses	10	21	18	17	17	53	136	Very Important
	17	11	4	4	8	10	54	Moderate Importance
	0	0	0	1	0	2	3	Little Importance
	2	0	0	0	0	0	2	No Opinion
10. College transfer programs	17	26	20	16	17	52	148	Very Important
	11	3	2	4	4	10	34	Moderate Importance
	1	1	0	1	2	1	6	Little Importance
	0	1	0	1	1	3	6	No Opinion
11. Psychological counseling	9	22	18	12	14	44	119	Very Important
	19	4	4	8	8	16	59	Moderate Importance
	0	4	0	2	1	2	9	Little Importance
	0	2	0	0	2	3	7	No Opinion

TABLE 7 (continued)

		JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
12.	Vocational courses	11	26	20	16	17	50	140	Very Important
		17	5	2	5	7	13	49	Moderate Importance
		1	1	0	0	1	2	5	Little Importance
		0	1	0	1	0	0	2	No Opinion
13.	Women's studies	12	15	14	7	13	40	101	Very Important
		15	9	5	12	12	18	71	Moderate Importance
		1	5	2	2	0	7	17	Little Importance
		1	4	1	1	0	0	7	No Opinion
14.	Developmental education	9	16	18	9	16	40	108	Very Important
		18	13	3	12	7	23	76	Moderate Importance
		1	0	0	1	2	2	6	Little Importance
		1	3	1	0	0	0	5	No Opinion
15.	Cooperative programs with other higher educational institutions	9	22	20	18	18	50	137	Very Important
		19	8	2	4	5	11	49	Moderate Importance
		0	0	0	0	0	5	5	Little Importance
		1	2	0	0	2	0	5	No Opinion
16.	Work/study programs for credit	16	26	20	15	16	47	140	Very Important
		12	6	2	6	8	14	48	Moderate Importance
		0	0	0	1	0	4	5	Little Importance
		1	0	0	0	1	0	2	No Opinion
17.	Credit-by-examination or for life experiences	17	21	14	13	13	49	127	Very Important
		11	10	7	7	8	10	53	Moderate Importance
		0	0	0	2	0	4	6	Little Importance
		1	1	1	0	3	1	7	No Opinion

TABLE 8

GOAL IV. Educational Needs and Interests

QUESTION B. At the present time, what one type of education program or activity would be of greatest interest to you?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. Workshops on subjects of special interest	9	3	4	7	7	20	50
2. Training programs to improve your everyday skills	0	3	4	2	3	10	22
3. Career training	9	9	3	2	3	5	31
4. College degree credit courses	6	2	2	4	4	11	29
5. Occupational training to upgrade your job skills	5	10	7	4	7	18	51
6. Leisure and/or fitness classes	2	4	3	0	2	9	20
7. Not interested	0	2	3	4	1	11	21

TABLE 9

GOAL IV. Educational Needs and Interests

QUESTION C. I am going to read you a list of a wide variety of subjects and skills which a person might like to study or learn more about. For each item on the list respond with a yes, no or maybe to indicate your interest.

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
1. Agricultural chemicals	0	0	2	2	1	11	16	Yes, Very Important
	0	0	1	1	1	3	6	Yes, Moderately Important
	13	3	0	0	2	2	20	Yes
	8	25	17	17	22	44	133	No
	8	3	1	3	3	7	25	Maybe
2. Art	0	0	5	2	0	15	22	Yes, Very Important
	0	0	6	6	2	7	21	Yes, Moderately Important
	14	8	0	0	12	1	35	Yes
	9	14	8	10	10	29	80	No
	6	8	2	5	5	13	39	Maybe
3. Beef production	0	0	2	3	0	11	16	Yes, Very Important
	0	0	3	0	1	2	6	Yes, Moderately Important
	18	6	0	0	3	2	29	Yes
	6	23	13	14	20	43	119	No
	5	2	3	1	4	6	21	Maybe
4. Biology	0	0	2	4	2	12	20	Yes, Very Important
	0	0	4	2	1	5	12	Yes, Moderately Important
	16	7	0	0	7	1	31	Yes
	6	21	13	14	13	30	97	No
	7	4	2	3	6	16	38	Maybe

TABLE 9 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
5. Blue print reading	0	0	2	2	0	13	17	Yes, Very Important
	0	0	3	2	1	7	13	Yes, Moderately Important
	12	6	0	0	6	2	26	Yes
	9	20	14	13	15	36	107	No
	8	6	2	5	6	7	34	Maybe
6. Business and management skills	0	0	10	8	1	23	42	Yes, Very Important
	0	0	7	5	3	12	27	Yes, Moderately Important
	24	22	0	0	15	3	64	Yes
	2	8	3	0	0	0	13	No
	3	2	1	0	0	0	6	Maybe
7. Chemistry	0	0	2	1	2	8	13	Yes, Very Important
	0	0	3	3	0	2	8	Yes, Moderately Important
	11	4	15	0	5	1	36	Yes
	7	25	0	13	19	43	107	No
	11	3	2	4	3	11	34	Maybe
8. Child development and child care	0	0	8	8	1	21	38	Yes, Very Important
	0	0	5	3	0	11	19	Yes, Moderately Important
	16	15	0	0	16	2	49	Yes
	4	9	8	8	8	20	57	No
	9	8	1	3	3	11	35	Maybe
9. Computers and data processing	0	0	4	3	5	11	23	Yes, Very Important
	0	0	5	4	2	8	19	Yes, Moderately Important
	19	16	0	0	3	2	40	Yes
	5	11	0	10	12	34	72	No
	5	5	3	4	7	10	34	Maybe

TABLE 9 (continued)

	JACKSON	LAVERNE	STILLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
10. Conservation	0	0	5	3	5	16	29	Yes, Very Important
	0	0	5	7	6	8	26	Yes, Moderately Important
	19	15	0	0	3	1	38	Yes
	5	8	10	14	8	28	73	No
	5	9	2	4	7	11	38	Maybe
11. Consumer education	0	0	9	6	7	18	74	Yes, Very Important
	0	0	6	7	6	15	34	Yes, Moderately Important
	8	22	0	0	5	1	36	Yes
	5	5	6	5	5	18	44	No
	16	5	1	4	6	14	46	Maybe
12. Crafts	0	0	6	5	8	25	44	Yes, Very Important
	0	0	6	7	6	12	31	Yes, Moderately Important
	16	15	0	0	1	1	33	Yes
	2	11	8	5	3	22	51	No
	10	6	2	5	10	3	36	Maybe
13. Creative writing	0	0	5	3	4	14	26	Yes, Very Important
	0	0	4	1	5	8	18	Yes, Moderately Important
	5	11	0	0	2	1	19	Yes
	13	16	12	14	11	30	96	No
	10	5	1	4	7	12	39	Maybe
14. Current affairs	0	0	8	5	5	22	40	Yes, Very Important
	0	0	6	4	8	12	30	Yes, Moderately Important
	15	20	1	0	4	0	40	Yes
	4	6	4	8	7	22	51	No
	9	6	3	5	5	10	38	Maybe

TABLE 9 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
15. Dairy production	0	0	3	2	1	9	16	Yes, Very Important
	0	0	2	0	1	1	4	Yes, Moderately Important
	5	6	0	0	1	1	13	Yes
	6	23	15	19	20	44	127	No
	17	2	2	0	4	10	35	Maybe
16. Drama	0	0	2	0	2	13	17	Yes, Very Important
	0	0	3	4	3	2	12	Yes, Modcrately Important
	6	6	0	0	1	0	13	Yes
	13	19	16	15	16	36	115	No
	9	7	1	3	7	12	39	Maybe
17. English	0	0	6	6	6	17	35	Yes, Very Important
	0	0	3	3	4	5	15	Yes, Moderately Important
	15	8	0	0	2	1	26	Yes
	6	20	9	11	11	29	86	No
	7	4	4	2	6	12	35	Maybe
18. Environment	0	0	6	5	5	17	33	Yes, Very Important
	0	0	7	3	10	11	31	Yes, Moderately Important
	14	14	0	0	3	1	32	Yes
	5	9	6	8	6	23	57	No
	9	9	3	6	4	12	43	Maybe
19. Flight training ground school	0	0	3	1	2	11	17	Yes, Very Important
	0	0	2	1	5	9	17	Yes, Moderately Important
	8	3	0	0	1	2	14	Yes
	15	23	15	16	18	38	125	No
	5	6	2	4	3	6	26	Maybe

TABLE 9 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
20. Foreign Languages	0	0	8	2	5	13	28	Yes, Very Important
	0	0	3	2	4	12	21	Yes, Moderately Important
	16	15	0	0	0	1	32	Yes
	3	14	9	13	14	30	83	No
	9	3	2	5	6	10	35	Maybe
21. Fund raising	0	0	2	3	1	10	14	Yes, Very Important
	0	0	1	3	5	4	13	Yes, Moderately Important
	11	19	0	0	3	2	35	Yes
	6	8	15	13	17	38	97	No
	11	5	4	3	3	10	36	Maybe
22. Geology	0	0	3	1	2	9	15	Yes, Very Important
	0	0	2	1	5	7	15	Yes, Moderately Important
	10	6	0	0	3	2	21	Yes
	11	21	15	17	16	41	121	No
	6	5	2	3	3	6	25	Maybe
23. Health and Safety	0	0	7	9	9	26	51	Yes, Very Important
	0	0	3	3	5	12	23	Yes, Moderately Important
	16	20	0	0	2	2	40	Yes
	0	5	10	7	7	17	46	No
	11	7	2	3	4	9	36	Maybe
24. Health occupations	0	0	7	6	4	27	44	Yes, Very Important
	0	0	3	6	6	7	22	Yes, Moderately Important
	16	14	0	0	3	2	35	Yes
	2	11	8	8	8	21	58	No
	9	7	4	2	6	6	34	Maybe

TABLE 9 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
25. High School completion classes	0	0	10	6	4	15	35	Yes, Very Important
	0	0	6	1	4	7	18	Yes, Moderately Important
	14	11	0	0	2	0	27	Yes
	7	20	11	14	16	36	104	No
	6	1	0	1	2	7	17	Maybe
26. History	0	0	10	3	4	12	29	Yes, Very Important
	0	0	3	3	4	11	21	Yes, Moderately Important
	5	6	0	0	4	1	16	Yes
	5	20	8	15	14	32	94	No
	17	6	1	1	2	8	35	Maybe
27. Hobby classes	0	0	4	5	4	26	39	Yes, Very Important
	0	0	4	7	5	13	29	Yes, Moderately Important
	7	17	0	0	3	1	28	Yes
	1	9	7	5	8	15	45	No
	19	6	6	5	7	11	54	Maybe
28. Hog production	0	0	3	6	1	12	22	Yes, Very Important
	0	0	3	0	1	2	5	Yes, Moderately Important
	8	9	0	0	0	1	18	Yes
	10	20	15	16	22	46	129	No
	9	3	1	0	3	5	21	Maybe
29. Home management skills	0	0	4	11	6	23	44	Yes, Very Important
	0	0	8	1	6	9	24	Yes, Moderately Important
	16	18	0	0	5	2	41	Yes
	3	9	7	7	6	18	50	No
	8	5	2	3	6	13	37	Maybe

TABLE 9 (continued)

		JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
30.	Home repairs and do-it-yourself skills	0	0	3	7	7	27	44	Yes, Very Important
		0	0	5	6	6	11	28	Yes, Moderately Important
		21	20	0	0	2	2	45	Yes
		0	7	8	4	6	14	39	No
		6	5	5	5	6	11	38	Maybe
31.	Improvement of basic skills such as reading, writing, and math	0	0	7	7	6	21	41	Yes, Very Important
		0	0	1	1	8	12	22	Yes, Moderately Important
		19	16	0	0	2	0	37	Yes
		2	10	13	10	11	24	70	No
		6	6	1	4	2	10	29	Maybe
32.	Investment	0	0	4	7	8	18	37	Yes, Very Important
		0	0	4	1	7	14	26	Yes, Moderately Important
		18	17	0	0	3	1	39	Yes
		4	8	12	9	8	25	66	No
		5	7	2	5	3	8	30	Maybe
33.	Land use	0	0	1	5	2	14	22	Yes, Very Important
		0	0	6	2	9	8	25	Yes, Moderately Important
		15	12	0	0	2	2	31	Yes
		7	14	11	12	14	33	91	No
		5	6	4	3	2	8	28	Maybe
34.	Lawn and gardening	0	0	2	4	2	19	27	Yes, Very Important
		0	0	7	5	7	11	30	Yes, Moderately Important
		11	17	0	0	2	2	32	Yes
		8	10	10	8	9	23	68	No
		8	5	3	5	6	10	37	Maybe

TABLE 9 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
35. Literature	0	0	3	4	5	14	26	Yes, Very Important
	0	0	5	3	6	7	21	Yes, Moderately Important
	14	11	0	0	3	0	28	Yes
	6	17	11	12	7	27	80	No
	7	4	3	3	7	17	41	Maybe
36. Mass Media	0	0	3	6	3	11	23	Yes, Very Important
	0	0	3	0	4	5	10	Yes, Moderately Important
	8	8	0	0	2	0	18	Yes
	5	19	14	13	14	36	101	No
	14	5	2	3	5	11	40	Maybe
37. Math	0	0	6	6	5	15	32	Yes, Very Important
	0	0	1	2	6	8	17	Yes, Moderately Important
	7	12	0	0	2	0	21	Yes
	5	11	14	11	11	33	85	No
	15	9	1	3	4	7	39	Maybe
38. Mechanics	0	0	0	6	2	16	24	Yes, Very Important
	0	0	9	0	6	9	24	Yes, Moderately Important
	19	8	0	0	2	0	29	Yes
	2	19	13	15	14	34	97	No
	6	5	0	1	5	7	24	Maybe
39. Music	0	0	5	1	4	15	25	Yes, Very Important
	0	0	5	4	7	8	24	Yes, Moderately Important
	6	12	0	0	2	1	21	Yes
	12	15	9	11	12	26	85	No
	9	5	3	6	4	11	38	Maybe

TABLE 9 (continued)

		JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
40.	OSHA rules and regulations	0	0	3	3	4	9	19	Yes, Very Important
		0	0	5	2	3	4	14	Yes, Moderately Important
		8	7	0	0	1	0	16	Yes
		4	20	12	13	15	41	105	No
		15	5	5	3	5	12	45	Maybe
41.	Physical fitness	0	0	5	7	5	27	44	Yes, Very Important
		0	0	4	4	5	10	23	Yes, Moderately Important
		14	22	0	0	5	1	42	Yes
		5	7	9	6	9	18	54	No
		8	3	5	5	4	9	34	Maybe
42.	Physics	0	0	1	1	3	8	13	Yes, Very Important
		0	0	3	1	2	4	11	Yes, Moderately Important
		6	7	0	0	2	1	16	Yes
		12	24	15	16	20	42	129	No
		9	1	2	4	1	10	27	Maybe
43.	Psychology	0	0	7	6	6	17	36	Yes, Very Important
		0	0	4	1	4	9	18	Yes, Moderately Important
		16	10	0	0	1	1	28	Yes
		6	13	6	10	8	25	68	No
		5	9	5	5	9	12	45	Maybe
44.	Public speaking	0	0	2	5	5	18	30	Yes, Very Important
		0	0	5	2	5	8	20	Yes, Moderately Important
		7	11	1	0	1	2	22	Yes
		3	18	11	11	12	30	85	No
		17	3	3	4	4	5	36	Maybe

TABLE 9 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
45. Real estate	0	0	1	4	3	11	19	Yes, Very Important
	0	0	5	3	5	7	20	Yes, Moderately Important
	12	12	0	0	1	1	26	Yes
	4	15	16	10	14	33	92	No
	11	5	0	5	4	13	38	Maybe
46. Recreation	0	0	2	4	5	16	27	Yes, Very Important
	0	0	3	6	6	11	26	Yes, Moderately Important
	9	20	0	0	3	1	33	Yes
	9	9	14	7	11	18	68	No
	9	3	3	5	4	15	39	Maybe
47. Religion	0	0	7	7	5	27	46	Yes, Very Important
	0	0	3	3	3	8	17	Yes, Moderately Important
	13	13	1	0	2	2	31	Yes
	2	7	8	9	12	22	60	No
	11	12	3	3	7	7	43	Maybe
48. Row crops	0	0	3	3	1	12	19	Yes, Very Important
	0	0	1	1	1	3	6	Yes, Moderately Important
	6	6	0	0	1	1	14	Yes
	5	22	17	15	22	46	127	No
	16	4	1	3	3	2	29	Maybe
49. Secretarial skills	0	0	3	5	4	17	29	Yes, Very Important
	0	0	2	1	4	7	14	Yes, Moderately Important
	9	11	0	0	6	1	27	Yes
	9	18	13	11	13	30	94	No
	9	3	4	4	2	8	38	Maybe

TABLE 9 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
50. Seeds	0	0	2	3	0	8	13	Yes, Very Important
	0	0	1	2	2	4	9	Yes, Moderately Important
	14	6	0	0	2	1	23	Yes
	7	22	16	15	20	43	123	No
	7	4	3	2	2	8	26	Maybe
51. Sociology	0	0	3	4	4	12	23	Yes, Very Important
	0	0	4	1	2	8	15	Yes, Moderately Important
	13	7	0	0	2	0	22	Yes
	4	16	11	14	14	35	94	No
	10	9	4	3	7	9	42	Maybe
52. Soils and Fertilizers	0	0	4	3	2	9	19	Yes, Very Important
	0	0	1	1	2	3	7	Yes, Moderately Important
	11	9	0	0	1	1	22	Yes
	9	20	14	15	18	45	121	No
	7	2	3	2	4	4	22	Maybe
53. Technical skills	0	0	3	3	3	14	23	Yes, Very Important
	0	0	4	1	6	3	14	Yes, Moderately Important
	16	12	0	0	2	1	31	Yes
	5	15	13	14	13	34	94	No
	6	5	2	4	4	12	33	Maybe
54. Trades	0	0	6	2	3	19	30	Yes, Very Important
	0	0	2	4	3	7	16	Yes, Moderately Important
	9	14	2	0	4	1	30	Yes
	3	14	10	12	16	27	82	No
	15	4	2	4	2	7	34	Maybe

TABLE 9 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
55. Travel	0	0	5	2	3	19	29	Yes, Very Important
	0	0	6	4	9	7	26	Yes, Moderately Important
	11	14	0	0	2	1	28	Yes
	2	10	6	12	6	27	63	No
	14	7	5	4	8	7	45	Maybe
56. Welding	0	0	3	6	4	15	28	Yes, Very Important
	0	0	1	3	2	5	11	Yes, Moderately Important
	16	9	0	0	2	1	28	Yes
	5	21	13	7	18	38	102	No
	6	3	4	6	1	5	25	Maybe
57. Other	0	0	0	0	0	0	0	Yes, Very Important
	0	0	0	0	0	0	0	Yes, Moderately Important
	0	0	0	0	0	0	0	Yes
	0	0	0	0	0	0	0	No
	0	0	0	0	0	0	0	Maybe

who did those calls. This was discovered after several interviews had been completed in each community. Rather than negate the completed interviews it was decided to follow the same procedure on all calls to those two communities.

The results recorded on Table 9 were used to prepare ranked lists of subjects and skills for each community and a composite list was also prepared. Ranking was done as explained in the Procedures chapter. Tables 10-16 show the ranked lists of subjects and skills. The dark line divides the subjects and skills into those in the upper one-third and those in the lower two-thirds.

The ranked lists of subjects and skills (Tables 10-14) and the list of off-campus class enrollments Fall 1977-Winter 1979 (Appendix IV) were used to determine which of these off-campus classes were in the upper one-third and which were in the lower two-thirds (Table 17). Mean class enrollment in off-campus classes in the upper one-third was 14.9. Mean class enrollment in off-campus classes in the lower two-thirds was 10.3.

The Mann-Whitney U-Test (Bruning and Kintz, 1977: 224-227) was used to test the directional hypothesis: off-campus class enrollments in the upper one-third was significantly higher than in the lower two-thirds. Table 17 shows the Mann-Whitney U-Test rankings. The directional hypothesis was tested at the .05 level of significance. The critical U value at $\alpha = .05$ is 30 for a one-tailed test at n values of $n_1 = 9$ and $n_2 = 12$ (Bruning and Kintz, 1977: 254-257). Therefore, the directional hypothesis will be accepted if U is $=$ or $>$ 30. The calculated U value was 30. Since the calculated U value is equal to the critical U value, the directional hypothesis is accepted.

The ranked list of subjects and skills (Table 15) and the list of

TABLE 10

List of Subjects and Skills Ranked by Interest - Jackson, Minnesota

1. Business and management skills
2. Home repairs and do-it-yourself skills
3. Health and safety
4. Improvement of basic skills such as reading, writing, and math mechanics
5. Crafts
6. Health occupations
7. Computers and data processing
   Conservation
   Foreign languages
8. Child development and child care
   Home management skills
   Investment
9. Beef production
   Current affairs
   Religion
10. Travel
11. Biology
    Technical skills
    Welding

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12. Environment
    Hobby classes
    Sociology
13. English
    Physical fitness
    Psychology
    Real Estate
14. Trades
15. Literature
16. Land use
    Public speaking
    Seeds
17. Consumer education
    Fund raising
    High School completion classes
    OSHA rules and regulations
18. Agricultural chemicals
    Chemistry
19. Art
    Mass media
20. Math
21. Blue print reading
    Row crops
22. Lawn and gardening
23. Dairy production

TABLE 10 (continued)

24. Soils and fertilizers
25. Recreation
    Secretarial skills
26. Geology
    Hog production
27. History
28. Music
    Physics
29. Drama
30. Creative writing
31. Flight training ground school

TABLE 11

List of Subjects and Skills Ranked by Interest - Luverne, Minnesota

1. Consumer education
2. Health and safety
3. Current affairs
   Physical fitness
4. Business and management skills
   Home repairs and do-it-yourself skills
5. Fund raising
6. Recreation
7. Investment
8. Home management skills
9. Conservation
   Hobby classes
   Religion
10. Child development and child care
    Lawn and gardening
11. Environment
    Improvement of basic skills such as reading, writing, and math
12. Computers and data processing
13. Crafts

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14. Health occupations
15. Math
16. Trades
17. Land use
    Psychology
18. Music
    Real Estate
    Technical skills
19. Creative writing
20. Art
21. Literature
22. Biology
    Public speaking
    Secretarial skills
    Sociology
23. Foreign languages
24. Beef production
    Geology
    High School completion classes
25. Mass media
    Mechanics
26. Dairy production
    Hog production
27. Drama
    English

TABLE 11 (continued)

Soils and fertilizers
Welding
28. OSHA rules and regulations
29. Blue print reading
History
30. Row crops
Seeds
31. Physics
32. Flight training ground school
33. Chemistry
34. Agricultural chemicals

TABLE 12

List of Subjects and Skills Ranked by Interest - Sibley, Iowa

1. Business and management skills
2. Current affairs
3. Chemistry
   Consumer education
4. High School completion classes
5. Environment
   History
6. Child development and child care
7. Psychology
8. Travel
9. Crafts
10. Computers and data processing
    Foreign languages
    Religion
11. Health occupations
12. Art
    Home management skills
13. Health and safety
    Music

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14. English
    Physical fitness
15. Conservation
    Hobby classes
16. Trades
17. Home repairs and do-it-yourself skills
18. Lawn and gardening
19. Creative writing
20. OSHA rules and regulations
21. Improvement of basic skills such as reading, writing, and math
    Literature
22. Investment
23. Public speaking
    Sociology
24. Land use
25. Math
    Mechanics
26. Geology
    Technical skills
27. Biology
    Mass media
    Secretarial skills
28. Soils and fertilizers
29. Beef production
    Hog production

TABLE 12 (continued)

30. Recreation
    Welding
31. Blue print reading
    Dairy production
32. Real Estate
33. Drama
34. Fund raising
    Physics
35. Row crops
36. Seeds
37. Agricultural chemicals

TABLE 13

List of Subjects and Skills Ranked by Interest - Slayton, Minnesota

1. Business and management skills
   Home repairs and do-it-yourself skills
2. Consumer education
3. Home management skills
4. Child development and child care
5. Crafts
   Health and safety
   Hobby classes
6. Physical fitness
7. Health occupations
8. Lawn and gardening
9. Recreation
10. Welding
    Religion
11. Current affairs
12. Environment
    Investment
13. Improvement of basic skills such as reading, writing, and math
14. English

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15. Conservation
16. Math
    Psychology
17. Art
18. Real Estate
19. Literature
    Public speaking
20. Computers and data processing
21. Land use
22. Secretarial skills
23. High School completion classes
    Mass media
24. Trades
    Travel
25. Biology
    Fund raising
    Music
26. Mechanics
27. Hog production
    OSHA rules and regulations
    Sociology
28. History
29. Blue print reading
    Foreign languages
30. Creative writing

TABLE 13 (continued)

Seeds
Technical skills
31. Chemistry
32. Row crops
33. Soils and fertilizers
34. Drama
35. Beef production
36. Agricultural chemicals
37. Flight training ground school
Physics
38. Geology
39. Dairy production

TABLE 14

List of Subjects and Skills Ranked by Interest - Windom, Minnesota

1. Crafts
2. Consumer education
3. Environment
4. Investment
5. Home management skills
6. Current affairs
   Home repairs and do-it-yourself skills
7. Travel
8. Literature
9. Business and management skills
   Conservation
   Improvement of basic skills such as reading, writing, and math
10. Health and safety
11. Physical fitness
12. Psychology
13. Health occupations
14. Recreation
15. Hobby classes
16. English
    Math

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17. Music
18. Child development and child care
    Creative writing
19. Lawn and gardening
20. Public speaking
    Secretarial skills
21. Religion
22. Computers and data processing
    Land use
23. Art
    History
    Technical skills
24. Foreign languages
25. Mechanics
26. Mass media
    Real Estate
    Sociology
27. Biology
    High School completion classes
28. OSHA rules and regulations
29. Geology
30. Trades
31. Blue print reading
    Hog production

TABLE 14 (continued)

32. Fund raising
33. Drama
    Flight training ground school
34. Welding
35. Physics
36. Chemistry
    Soils and fertilizers
37. Beef production
    Dairy production
38. Agricultural chemicals
    Seeds
39. Row crops

TABLE 15

List of Subjects and Skills Ranked by Interest - Worthington, Minnesota

1. Home repairs and do-it-yourself skills
2. Hobby classes
3. Health and safety
4. Business and management skills
5. Physical fitness
6. Religion
7. Crafts
8. Health occupations
9. Consumer education
10. Child development and child care
    Current affairs
11. Improvement of basic skills such as reading, writing, and math
12. Lawn and gardening
13. Investment
14. Recreation
15. Environment
16. Psychology
17. Travel
18. Public speaking

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19. Conservation
    Trades
20. Music
21. Foreign languages
22. English
23. Art
    Literature
24. Creative writing
    Mechanics
25. History
    Land use
26. Math
27. Secretarial skills
28. High School completion classes
29. Biology
30. Home management skills
31. Blue print reading
    Computers and data processing
32. Real Estate
33. Sociology
34. Technical skills
35. Welding
36. Flight training ground school
37. Drama
    Mass media

TABLE 15 (continued)

38. Fund raising
39. Geology
40. Agricultural chemicals
41. OSHA rules and regulations
42. Beef production
43. Hog production
    Row crops
44. Physics
45. Seeds
46. Chemistry
47. Dairy production
48. Soils and fertilizers

TABLE 16

List of Subjects and Skills Ranked by Interest - Composite

1. Consumer education
2. Business and management skills
3. Home repairs and do-it-yourself skills
4. Health and safety
5. Crafts
6. Current affairs
   Home management skills
7. Hobby classes
   Physical fitness
8. Health occupations
9. Child development and child care
10. Religion
11. Environment
12. Investment
13. Improvement of basic skills such as reading, writing, and math
14. Conservation
15. Travel
16. Lawn and gardening
    Psychology

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17. Recreation
18. Computers and data processing
    Foreign languages
19. English
20. Literature
21. Art
    Trades
22. Math
    Public speaking
23. Music
24. Land use
25. High School completion classes
26. Secretarial skills
27. Mechanics
28. History
29. Creative writing
30. Technical skills
31. Real Estate
32. Fund raising
33. Sociology
34. Welding
35. Biology
36. Mass media
37. OSHA rules and regulations
38. Blue print reading

TABLE 16 (continued)

39. Chemistry
40. Drama
41. Geology
42. Flight training ground school
43. Beef production
    Soils and fertilizers
44. Hog production
45. Seeds
46. Row crops
47. Physics
48. Agricultural chemicals
    Dairy production

TABLE 17

OFF-CAMPUS CLASSES FALL 1977-WINTER 1979 DIVIDED INTO THE UPPER ONE-THIRD AND THE LOWER TWO-THIRDS BASED ON THE RANKED LISTS OF SUBJECTS AND SKILLS

Upper One-Third

Location	Class	Enrollment	Rank
Luverne	Introduction to Data Processing	20	20
Windom	Personnel Supervision	18	17
Windom	Child Psychology	22	21
Windom	Principles of Accounting I	18	17
Windom	Principles of Macroeconomics	9	7
Windom	Composition I	13	14
Luverne	Principles of Accounting I	18	17
Windom	Principles of Microeconomics	8	5
Windom	Composition II	8	5

Lower Two-Thirds

Luverne	Beginning Painting	13	14
Windom	Introduction to Data Processing	19	19
Windom	Introduction to Sociology	8	5
Windom	Marriage and Family	12	11.5
Jackson	Beginning Drawing	11	10
Luverne	Watercolor	7	2.5
Slayton	Ethics	10	8.5
Windom	American History I	7	2.5
Windom	Social Problems	2	1
Luverne	Marriage and Family	12	11.5
Windom	American History II	10	8.5
Windom	Readings in Philosophy	13	14

Worthington evening class enrollments Fall 1977-Winter 1979 (Appendix V) were used to determine which of these Worthington evening classes were in the upper one-third and which were in the lower two-thirds (Table 18). Mean class enrollment in Worthington evening classes in the upper one-third was 16.4. Mean class enrollment in Worthington evening classes in the lower two-thirds was 12.2.

The t-test (Bruning and Kintz, 1977: 10-13) was used to test the directional hypothesis: Worthington evening class enrollments in the upper one-third was significantly higher than in the lower two-thirds. The data on Table 18 was used in calculating the t-value. The directional hypothesis was tested at the .05 level of significance. The critical t-value at $\alpha = .05$ is 1.658 for a one-tailed test at 117 degrees of freedom (Bruning and Kintz, 1977: 240-241). Therefore, the directional hypothesis will be acceptable if $t > +1.658$. The calculated t-value was +2.25. Since the calculated t-value does exceed the critical value of t, the directional hypothesis is accepted.

The acceptance of both of these directional hypotheses is evidence to support the hypothesis: telephone assessment survey results can be used to predict which off-campus and evening classes will have the higher enrollments.

Table 19 indicates the kind of recognition or credit the interviewees would like to receive for learning experiences. Roughly one-third are apparently interested in the learning experience only and are not interested in any kind of credit. Roughly one-half are interested in receiving either college credit, a certificate of completion, or continuing education units.

TABLE 18

WORTHINGTON EVENING CLASSES FALL 1977-WINTER 1979
DIVIDED INTO THE UPPER ONE-THIRD AND THE
LOWER TWO-THIRDS BASED ON THE WORTHINGTON
RANKED LIST OF SUBJECTS AND SKILLS

Upper One-Third

Class	Enrollment
Principles of Accounting I	39
Income Tax Accounting	25
Reading Improvement	15
Principles of Macroeconomics	18
Salesmanship	18
Business Law	22
Essentials of English	9
Alcohol, Drugs and Narcotics	16
College Arithmetic	5
Issues In The Environment	6
Swimming	5
Tennis	15
Officiating Basketball	23
Officiating Wrestling	7
Introduction to Psychology	26
Introduction to Speech	28
Principles of Accounting II	16
Adding and Calculating Machines	8
Personnel Supervision	25
Reading Improvement	8
Principles of Microeconomics	23
Swimming	11
Intramural Winter Sports	38
Energy Conservation	17
General Psychology	7
Child Psychology	43
Principles of Accounting III	13
Consumer Economics	21
Retail Merchandising	27
First Aid and Safety	28
Swimming	2
Tennis	15
Golf	35
Officiating Volleyball	13
Psychology of Adjustment	9
Psychology-Family Violence	39
Principles of Accounting I	31
Intermediate Accounting	3
Income Tax Accounting	13
Introduction to Business	17

TABLE 18 (continued)

Upper One-Third

Class	Enrollment
Beginning Typing	14
Beginning Shorthand	14
Reading Improvement	9
Public and Personal Health	11
First Aid and Safety	10
College Arithmetic	7
Officiating Wrestling	19
Introduction to Psychology	9
Introduction to Speech	10
Principles of Accounting II	16
Retail Merchandising	12
Reading Improvement	7
Cardiopulmonary Resusitation	15
Cardiopulmonary Resusitation	14
Alcohol, Tobacco and Drugs	13
Energy Issues/Conservation	20
Swimming	8
Psychology of Adjustment	7

Lower Two-Thirds

Welding	12
Ceramics	22
Composition I	13
Western Civilization	16
Introduction to Higher Algebra	8
Higher Algebra	6
Introduction to the Metric System	10
Choir Directing	3
Community Chorus	2
Functional Piano	7
Keyboard Improvision	4
Introduction to Sociology	21
Crime and Justice	17
Marriage and Family	22
Electricity in Agriculture	19
Farm Projects	6
Farm Records	9
Welding	15
Art Appreciation	10
Decision Making	13
Composition II	11
Composition III	23
Western Civilization	25
Beginning Photography	15

TABLE 18 (continued)

Lower Two-Thirds

Class	Enrollment
Introduction to the Metric System	10
Functional Piano	3
Keyboard Improvision	2
Social Problems	7
Small Engines	14
Introduction to Anthropology	28
Raku Pottery	22
Introduction to Data Processing	24
Composition III	6
Introduction to Women's Studies	8
Popular Culture	9
Beginning Photography	11
Introduction to the Metric System	9
Functional Piano	1
Keyboard Improvision	4
Welding	14
Painting	9
Introduction to Data Processing	12
Basic Computer Programming I	14
World Literature	6
Introduction to Journalism	7
Beginning Photography	8
Introduction to Higher Algebra	3
Higher Algebra	1
Electoral Process	5
Social Problems	7
Marriage and Family	23
Electricity in Agriculture	13
Welding	17
Ceramics	6
Gregg Shorthand and Transcription	5
Business Correspondence	8
American History	20
Advanced Journalism	4
Introduction to the Metric System	14
Biological Science	6
Introduction to Real Estate	77

TABLE 19

GOAL IV. Educational Needs and Interests

QUESTION D. Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning in the areas you indicated as very important in the previous question?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. No	0	7	13	10	3	39	72
2. A certificate of completion of the course or program for possible use in job advancement	5	8	2	3	4	12	34
3. Continuing education units for recognition of non-credit continuing education	3	6	4	2	8	0	23
4. Credit toward high school diploma for non-high school graduates	2	1	0	0	1	1	5
5. Job entrance and other licensing requirements	3	4	0	2	2	0	11
6. College credit toward a two-year of four-year college degree	8	6	3	2	10	7	36
7. Graduate credit toward an advanced degree	1	1	0	2	2	6	12

Table 20 shows responses to questions regarding the best time, place, and format for classes. The persons interviewed prefer evening classes. Morning and afternoon classes are satisfactory for many of them. Late afternoon classes are least popular. Saturday classes are not very popular but there may be enough positive responses to offer an occasional Saturday class. People prefer classes in their home town but many persons in the surrounding communities are willing to commute to the campus for classes. One and two day seminars are popular, as are shorter classes of one to six weeks. Adult education classes are in greater demand than college credit classes. Vocational classes and job and career counseling are popular. Fall and spring classes are more preferred than winter classes. Summer classes are least preferred.

Table 21 is an indication of the importance of various items when making a decision to attend Worthington Community College. With the exception of the item on the availability of child care and the item on offered during working hours, the rest of the items had an overwhelming majority of responses in the very important and moderate importance choices. The length of course is considered very important and probably correlates with Table 20 where a demand for short seminars and short courses is evident. Many of the items considered very important are related directly to monetary considerations such as distance of travel to course, cost of tuition and books, and availability of financial aid. Most employers apparently do not allow job time for educational purposes since most persons indicated that classes should be offered after working hours. However, employer encouragement is of importance for many persons.

Table 22 shows that less than 5% of those interviewed were currently students at Worthington Community College.

TABLE 20

V. Conditions Under Which the Constituency of Worthington Community College Can Best Be Served.

QUESTION A. If you were to take a class at Worthington Community College which of the following items would be preferred?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
1. Classes during the morning	1	11	5	3	11	18	49	YES
	2	16	14	12	17	34	95	NO
	3	3	3	4	1	8	22	MAYBE
	4	2	0	2	1	4	13	NO OPINION
2. Classes during the afternoon	9	10	6	6	6	21	58	YES
	10	16	9	13	17	31	96	NO
	8	4	4	1	1	8	26	MAYBE
	1	1	0	2	1	2	7	NO OPINION
3. Classes during the late afternoon or early evening 4:00-6:30	8	8	7	5	6	12	46	YES
	9	18	9	13	21	40	110	NO
	10	5	6	4	2	7	34	MAYBE
	1	1	0	0	1	2	5	NO OPINION
4. Classes during the evening	6	16	15	13	8	40	98	YES
	10	10	4	5	18	8	55	NO
	11	5	3	4	4	11	38	MAYBE
	1	1	0	0	0	2	4	NO OPINION

TABLE 20 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
5. Saturday classes	9	5	4	8	18	17	61	YES
	9	20	15	11	10	35	100	NO
	10	6	3	3	2	9	33	MAYBE
	0	1	0	0	0	0	1	NO OPINION
6. Classes on campus	4	11	11	8	15	59	108	YES
	19	9	3	5	6	1	43	NO
	5	9	5	8	9	2	38	MAYBE
	0	2	1	1	0	1	5	NO OPINION
7. Classes at a location in your home town	16	25	17	18	27	45	148	YES
	2	5	2	3	1	8	21	NO
	9	1	3	1	2	1	17	MAYBE
	1	1	0	0	0	5	7	NO OPINION
8. One or two day seminars	20	16	15	13	21	43	128	YES
	1	5	2	5	3	14	30	NO
	6	4	4	4	6	5	29	MAYBE
	1	2	0	0	0	0	3	NO OPINION
9. College sponsored travel for credit	7	11	7	9	19	24	77	YES
	6	17	10	11	6	33	83	NO
	15	2	4	2	2	6	31	MAYBE
	1	2	1	0	2	0	6	NO OPINION
10. Courses by newspaper	8	11	4	3	5	24	55	YES
	6	13	15	17	16	27	94	NO
	14	4	3	2	8	9	40	MAYBE
	0	4	0	0	0	1	5	NO OPINION

TABLE 20 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
11. College credit classes	3	17	6	11	21	32	90	YES
	13	11	4	10	9	26	73	NO
	11	3	3	1	0	4	22	MAYBE
	1	1	1	0	0	0	3	NO OPINION
12. Adult education classes	13	21	13	16	25	43	131	YES
	6	6	5	3	1	8	29	NO
	8	4	2	3	3	9	29	MAYBE
	1	1	2	0	1	0	5	NO OPINION
13. Classes lasting one to six weeks	13	24	18	17	24	49	145	YES
	1	5	0	2	0	4	12	NO
	12	2	3	3	5	9	34	MAYBE
	2	1	1	0	1	0	5	NO OPINION
14. Vocational classes	13	17	12	13	11	37	103	YES
	2	7	6	7	13	21	56	NO
	12	6	2	1	5	7	33	MAYBE
	1	2	2	1	0	0	6	NO OPINION
15. Academic counseling	1	10	5	9	8	24	57	YES
	5	16	12	10	12	32	87	NO
	17	4	3	2	8	7	41	MAYBE
	0	2	2	1	2	0	7	NO OPINION
16. Job and career counseling	14	18	6	14	15	31	98	YES
	4	10	12	6	11	22	65	NO
	9	3	3	2	4	8	29	MAYBE
	1	2	1	0	0	0	4	NO OPINION

TABLE 20 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
17. Correspondence classes	6	15	4	10	10	27	72	YES
	4	12	14	10	13	27	80	NO
	18	2	3	2	6	8	39	MAYBE
	0	3	1	0	0	0	4	NO OPINION
18. Fall classes	17	14	16	13	19	40	119	YES
	4	8	4	8	3	13	40	NO
	5	9	1	1	3	8	27	MAYBE
	2	1	1	0	0	0	4	NO OPINION
19. Winter classes	11	13	11	7	13	42	97	YES
	8	11	7	13	4	15	58	NO
	8	8	2	2	7	5	32	MAYBE
	1	1	2	0	0	0	4	NO OPINION
20. Spring classes	17	16	13	12	17	35	110	YES
	2	8	6	8	1	18	43	NO
	7	7	2	2	5	9	32	MAYBE
	2	1	1	0	0	0	4	NO OPINION
21. Summer classes	12	8	7	6	12	22	67	YES
	8	19	13	11	7	37	95	NO
	6	4	1	5	5	4	25	MAYBE
	2	1	1	0	0	0	4	NO OPINION

TABLE 21

GOAL V. Conditions Under Which the Constituency of Worthington Community College Can Best Be Served

QUESTION B. How important would each of the following items be to you in deciding whether to take courses at Worthington Community College?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
1. Distance of travel to course	14	21	14	14	21	26	110	VERY IMPORTANT
	13	8	5	4	8	15	53	MODERATE IMPORTANCE
	1	2	3	3	1	19	29	LITTLE IMPORTANCE
	0	1	0	1	0	2	4	NO OPINION
2. Availability of child care	7	10	5	8	10	10	50	VERY IMPORTANT
	7	4	4	3	5	5	28	MODERATE IMPORTANCE
	4	12	12	11	10	44	93	LITTLE IMPORTANCE
	10	6	1	0	5	3	25	NO OPINION
3. Offered during working hours	6	7	10	5	13	25	66	VERY IMPORTANT
	10	9	2	5	3	12	41	MODERATE IMPORTANCE
	10	9	10	11	6	22	68	LITTLE IMPORTANCE
	2	6	0	1	6	5	20	NO OPINION
4. Offered after working hours	16	21	13	10	21	34	115	VERY IMPORTANT
	7	1	3	7	5	3	31	MODERATE IMPORTANCE
	5	3	5	4	1	21	39	LITTLE IMPORTANCE
	0	6	1	1	2	2	12	NO OPINION
5. Employer's encouragement	10	16	12	11	19	26	94	VERY IMPORTANT
	13	4	2	4	3	10	36	MODERATE IMPORTANCE
	5	2	4	4	5	20	36	LITTLE IMPORTANCE
	0	9	0	3	3	7	22	NO OPINION

TABLE 21 (continued)

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS	
6. Length of course	16	22	16	12	17	35	118	VERY IMPORTANT
	6	6	5	7	11	17	52	MODERATE IMPORTANCE
	3	1	1	2	2	11	20	LITTLE IMPORTANCE
	3	2	0	1	0	0	6	NO OPINION
7. Cost of tuition and books	10	22	12	11	22	30	107	VERY IMPORTANT
	16	7	7	8	6	20	64	MODERATE IMPORTANCE
	2	2	3	2	2	12	23	LITTLE IMPORTANCE
	0	0	0	1	0	1	2	NO OPINION
8. Availability of financial aid	10	15	10	13	17	26	91	VERY IMPORTANT
	8	10	6	5	7	15	51	MODERATE IMPORTANCE
	4	5	6	3	5	21	44	LITTLE IMPORTANCE
	6	1	0	1	1	1	10	NO OPINION

TABLE 22

GOAL VI. Respondent Characteristics

QUESTION A. Are you currently a student at Worthington Community College?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. YES	2	0	1	0	0	4	7
2. NO	26	32	20	22	30	60	190

Table 23 shows the occupational categories of the interviewees. The large number of persons who listed their occupation as housewife is somewhat surprising. The author suspects that many females who are employed outside the home still consider their main occupation to be a housewife. Considering the amount of agriculture in the Worthington Community College service area, the number of farmers surveyed may be somewhat low. The number in the retired category also seems low. However, the interviewers reported that many of the elderly refused to take the survey.

Table 24 shows the age distribution of the interviewees. It would probably have been a better research design to have had all the age categories represent the same number of years. However, it was felt the persons beyond age 25 would probably be more cooperative in answering the question by having wider age categories. The persons 65 or over are not adequately represented because many of them refused to be interviewed. The 18-20 category represents about 10% of the sample, 21-24 also represents about 10%, 25-44 about 46%, 45-64 about 30%, and over 65 about 4%.

Table 25 shows the interviewee breakdown by sex. It would have been better if the ratio had been closer to 50-50. The interviewers were told to try to get about half males and half females. Their instructions were that if the ratio was becoming quite uneven to ask for the sex least represented in the next several interviews. What was meant by quite uneven was left to their discretion.

TABLE 23

GOAL VI. Respondent Characteristics

QUESTION B. What kind of work do you do?

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. Professional and technical	4	4	1	2	4	6	21
2. Manager/Administrator	3	1	1	2	4	4	15
3. Farmer	5	1	2	0	1	5	14
4. Salesworker	2	4	1	1	2	5	15
5. Clerical worker	1	4	4	0	2	6	17
6. Craftsman/Trades	1	1	2	1	2	3	10
7. Non-Farm laborer	1	0	1	0	3	3	8
8. Farm laborer	3	0	0	0	0	0	3
9. Service worker	2	3	2	6	4	5	22
10. Housewife	4	9	6	7	6	16	48
11. Student	2	3	0	1	0	1	7
12. Unemployed	0	1	0	1	0	5	7
13. Retired	0	0	0	1	2	4	7
14. Disabled	0	0	0	0	0	0	0
15. Other	1	1	2	0	0	2	6

TABLE 24

GOAL VI. Respondent Characteristics

QUESTION C. Is your age between:

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. 18-20	6	4	0	4	2	3	19
2. 21-24	8	4	1	1	0	6	20
3. 25-44	12	12	7	10	21	29	91
4. 45-64	2	9	13	6	6	23	59
5. 65 or over	0	1	1	1	1	4	8
6. No answer	0	0	0	0	0	0	0

TABLE 25

GOAL VI. Respondent Characteristics

QUESTION D. Respondent is:

	JACKSON	LUVERNE	SIBLEY	SLAYTON	WINDOM	WORTHINGTON	TOTALS
1. Male	15	12	6	6	12	20	71
2. Female	14	20	16	16	18	45	129

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions have been reached:

1. It is possible to satisfactorily conduct a telephone survey of a longer length than has usually been recommended. The author doesn't recommend that all telephone surveys be made longer but that a telephone survey of 15 minutes plus should not automatically be eliminated.
2. Local newspapers are the single most important source of information about Worthington Community College and should continue to be used extensively. An attempt should be made to get more newspaper articles in the Jackson newspaper since this is the only community where local newspapers did not rank first. It is of importance that the good will of students and friends of the college be maintained since so much information is gotten by word of mouth. The results shown in Tables 1 and 2 could also be interpreted as an indication the college is not effectively distributing catalogs, brochures and pamphlets and not fully utilizing local radio and T.V. advertising.
3. Worthington Community College has a positive image among most persons interviewed in all six communities. These same people feel that the reputation of the college is most important. Worthington Community College should capitalize on these images and feelings in the college's publicity program.
4. Worthington Community College needs to do a better job of inform-

ing the public about the college. Tables 5 and 6 show that too many constituents are not knowledgeable about courses, programs and entrance requirements.

5. Worthington Community College needs to expand services in the areas of job and career counseling, job placement services, retraining adults for new jobs and careers, adult education courses, psychological counseling, vocational courses, women's studies, developmental education, cooperative programs with other higher educational institutions, work/study programs for credit, and credit-by-examination or for life experiences. These are service areas indicated on Table 7 as being important but ones which are non-existent or only partially developed at Worthington Community College.

6. Worthington Community College needs to greatly expand training opportunities for those who wish to upgrade job skills (Table 8). This is supported by the fact that the real estate class just initiated during the previous quarter was the largest night class. Real estate did not rank among the upper one-third choices on the survey. However, one must be cognizant of the fact that Minnesota real estate persons recently came under new continued education requirements for licensure. Special interest workshops is another area where Worthington Community College needs to expand (Table 8). The college degree credit courses need to be retained but the career training and upgrading and the workshop types of services must be expanded to service the constituency.

7. The ranked lists of subjects and skills (Tables 10-16) should be

used in assigning off-campus and Worthington evening classes. Assigning classes based primarily on those which are in the upper one-third should result in a statistically significant increase in mean class enrollments at off-campus sites and in Worthington evening classes. Larger class size will result in a more judicious use of staff and monetary resources. The author is of the belief that the costs incurred in doing a telephone community assessment survey every other year would be paid for many times over by the better scheduling which should result.

8. Worthington Community College should advertise more extensively that courses can be audited. This statement is made because so many people indicated they were not interested in any type of credit for learning experiences at the college (Table 19). The college should also start awarding completion certificates for classes where the certificate might aid persons in job advancements.

9. Minnesota state formulas for funding non-credit continuing education need to be changed. There apparently is a fair demand for continuing education units for recognition of non-credit continuing education (Table 19). Present funding formulas make it difficult for Worthington Community College to expand in that area.

10. When attempting to serve persons not presently enrolled at Worthington Community College, evening classes are the best choice. Table 20 indicates that it would be wise to schedule more evening classes during the fall and spring. The author suspects that the uncertain winter weather discourages many people. The

College needs to expand the number of classes that are offered as short seminars or in less time than a full quarter. The College should strive to offer more vocational and adult education classes. Job and career counseling services need to be expanded.

11. Worthington Community College should work more closely with major employers in the service area. Table 21 gives evidence that most employers do not allow for on-the-job educational training. If the College initiated contacts it might be possible to arrange to bring classes to major employers. Possibly time costs could be shared by the employer and the employee. Apparently many employers are requiring or are encouraging further training.

12. A large part of the service population of Worthington Community College is in the 25-44 age category (Table 24). This undoubtedly explains much of the survey interest in adult and continuing education and in education for job advancement and updating of skills. Worthington Community College needs to do more to supply these needs to the constituents.

RECOMMENDATIONS FOR FURTHER STUDIES

The author originally planned to offer a number of off-campus classes during spring quarter 1979 based on the results of the telephone community assessment survey. The enrollment in these classes would have been compared to enrollments in off-campus classes during previous quarters when classes were offered on a less definitive basis. This plan was not followed for two reasons: 1. The Minnesota Community College Faculty Association went on strike at the start of spring quarter. At the time of this writing the strike is entering its third week. Tenth day enrollment statistics do not exist. Many students have transferred or quit school. Many students did not enroll spring quarter because of the impending strike. Even if the strike ends soon, the quarter is too unusual to be used for comparison purposes. 2. The telephone surveys took longer than anticipated. The author offered some off-campus spring quarter classes based on partial survey returns. When the final survey results were tabulated several of these classes did not rank in the upper one-third.

The author recommends that off-campus classes be offered fall quarter 1979 based on the survey results. The enrollment in these classes should be compared with previous off-campus enrollments. It is believed that this is a valid and useful comparison to make and that it should be done during the next normal quarter.

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APPENDIX I

POTENTIAL QUESTIONS FOR A TELEPHONE COMMUNITY ASSESSMENT SURVEY

Goal I. Sources of Information About Worthington Community College

Where do you get most of your information about Worthington Community College?

_____ 1. Discussion with friends
_____ 2. Discussion with students
_____ 3. Local radio stations
_____ 4. Local newspapers
_____ 5. TV
_____ 6. Brochures and pamphlets published by the college
_____ 7. Other (specify) _____

Can Worthington Community College best provide you with information about the college by:

_____ 1. Sending you a college catalog
_____ 2. Putting your name on a mailing list to receive college brochures and pamphlets
_____ 3. Putting more articles in local newspapers
_____ 4. Presenting more information over the radio and television
_____ 5. Letting you talk with a counselor on campus

Goal II. Attitudes Toward Worthington Community College

Do you feel Worthington Community College is offering the courses and programs that meet the needs of the people in our area?

_____ 1. Definitely, yes
_____ 2. For the most part, yes
_____ 3. For the most part, no
_____ 4. Definitely, no
_____ 5. No opinion

What do you feel is the most important reason that students attend Worthington Community College?

_____ 1. Good reputation
_____ 2. Low cost
_____ 3. Close to home
_____ 4. Small size of college
_____ 5. Specialized program offered there
_____ 6. Other (specify) _____

APPENDIX I (continued)

Your over-all rating for Worthington Community College would be:

_____ 1. Excellent
_____ 2. Good
_____ 3. Average
_____ 4. Fair
_____ 5. Poor
_____ 6. No opinion

Have most of the opinions you have heard about Worthington Community College been:

_____ 1. Positive
_____ 2. Neutral
_____ 3. Negative
_____ 4. No opinion

If you (or your son/daughter) were planning to enroll in an educational program, would Worthington Community College be:

_____ 1. Your first choice
_____ 2. Your second choice
_____ 3. Your third choice
_____ 4. A very unlikely choice
_____ 5. Not considered under any circumstances

Goal III. Knowledge About Worthington Community College

Does Worthington Community College offer _____?

1. Yes 2. No 3. Not sure

_____ 1. College level courses
_____ 2. Vocational courses
_____ 3. Adult education courses
_____ 4. Courses in reading skills improvement
_____ 5. Agricultural courses
_____ 6. Competency based education program
_____ 7. Financial aids for students
_____ 8. Recreational programs for public use
_____ 9. Cultural activities for the public
_____10. Courses for academically advanced high school seniors
_____11. Child care services for enrolled students
_____12. A writing laboratory for students with writing difficulties

Is a high school diploma required in order to take courses at Worthington Community College?

_____ 1. Yes _____ 2. No

Goal IV. Educational Needs and Interests

For each item below, please give your opinion as to whether the item should be expanded, stay the same, or be reduced at Worthington Community College.

1. Expanded 2. Stay the same 3. Reduced 4. No opinion

APPENDIX I (continued)

_____ 1. Academic counseling
_____ 2. Job and career counseling
_____ 3. Social and recreational functions
_____ 4. Job placement services
_____ 5. Library books and facilities
_____ 6. Retraining adults for new jobs and careers
_____ 7. Cultural activities for the community such as plays, music concerts, lectures, movies, etc.
_____ 8. Early admission for high school students
_____ 9. Adult education courses
_____10. College transfer programs
_____11. Psychological counseling
_____12. Vocational courses
_____13. Women's studies
_____14. Remedial education

At the present time, what one type of education program or activity would be of greatest interest to you?

_____ 1. Workshops or presentations about subjects of special interest
_____ 2. Training programs to improve your everyday skills
_____ 3. Career training
_____ 4. College degree credit courses
_____ 5. Occupational training to upgrade your job skills

I am going to read you a list of a wide variety of subjects and skills which a person might like to study or learn more about. For each item on the list respond with a yes, no, or maybe to indicate your interest.

1. Yes 2. No 3. Maybe

_____ 1. Improvement of basic skills such as reading, writing, and math
_____ 2. Agricultural subjects
_____ 3. Science classes
_____ 4. Business and management skills
_____ 5. Child development and child care
_____ 6. Art
_____ 7. Computers and data processing
_____ 8. Consumer education
_____ 9. Crafts
_____10. Creative Writing
_____11. Current affairs
_____12. English
_____13. Environment
_____14. Music
_____15. Drama
_____16. Flight training ground school
_____17. Health and Safety

APPENDIX I (continued)

_____18. Home management skills
_____19. Foreign languages
_____20. Lawn and gardening
_____21. Health occupations
_____22. High school completion classes
_____23. Hobby classes
_____24. Home repairs and do-it-yourself skills
_____25. Literature
_____26. History
_____27. Sociology
_____28. Psychology
_____29. Investment
_____30. Mass media
_____31. Math
_____32. Mechanics
_____33. Physical fitness
_____34. Public speaking
_____35. Real estate
_____36. Recreation
_____37. Secretarial skills
_____38. Technical skills
_____39. Trades
_____40. Travel
_____41. Religion
_____42. Other (specify) _____

I will read the list of subjects and skills to which you answered yes in the previous question. Pick out your first choice and indicate if there is a favorite topic within that area. Also pick out your second choice and indicate if there is a favorite topic within that area.

First choice (name and number) _____ Topic _____

Second choice (name and number)_____ Topic _____

Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning in this area (first choice - previous question)? (Check one of the following)

_____ 1. No
_____ 2. A certificate of completion of the course or program for possible use in job advancement
_____ 3. Continuing Education Units for recognition of non-credit continuing education
_____ 4. Credit toward high school diploma for non-high school graduates
_____ 5. College credit toward a two-year of four-year college degree
_____ 6. Graduate credit toward an advanced degree

APPENDIX I (continued)

Goal V. Conditions Under Which the Constituency of Worthington Community College Can Best Be Served

If you were to take a class at Worthington Community College which of the following items would be preferred? (Respond to each item)

1. Yes 2. No 3. Undecided 4. No opinion

_____ 1. Classes during the day
_____ 2. Classes during the evening
_____ 3. Saturday classes
_____ 4. Classes on campus
_____ 5. Classes at a location in your home town
_____ 6. One- or two-day seminars
_____ 7. College sponsored travel for credit
_____ 8. Courses by newspaper
_____ 9. College credit classes
_____10. Adult education classes
_____11. Classes lasting one to six weeks
_____12. Vocational classes
_____13. Academic counseling
_____14. Job and career counseling

How important would each of the following items be to you in deciding whether to take courses at Worthington Community College?

1. Important 2. Of little importance 3. Undecided 4. No Opinion

_____ 1. Distance of travel to course
_____ 2. Availability of child care
_____ 3. Offered during working hours
_____ 4. Offered after working hours
_____ 5. Employer's encouragement
_____ 6. Length of course
_____ 7. Cost of tuition and books
_____ 8. Availability of financial aid

Goal VI. Respondent Characteristics

How long have you lived in this area?

_____ 1. Less than one year
_____ 2. 1-4 years
_____ 3. 5-10 years
_____ 4. Over 10 years

What kind of work do you do?

_____ 1. Professional and technical
_____ 2. Manager/Administrator

APPENDIX I (continued)

_____ 3. Farmer
_____ 4. Salesworker
_____ 5. Clerical worker
_____ 6. Craftsman/Trades
_____ 7. Non-farm laborer
_____ 8. Farm laborer
_____ 9. Service worker
_____10. Housewife
_____11. Student
_____12. Unemployed
_____13. Retired
_____14. Disabled
_____15. Other (specify) _____

Are you? _____ 1. Male _____ 2. Female

What was the highest grade you completed in school?

_____ 1. 8th grade or below
_____ 2. 9th-12th grade
_____ 3. Graduated from high school
_____ 4. Attended college or vocational school
_____ 5. Graduated from a vocational school
_____ 6. Graduated from a community or junior college
_____ 7. Graduated with a bachelors degree or higher

Is your age between:

_____ 1. 18-20
_____ 2. 21-24
_____ 3. 25-44
_____ 4. 45-64
_____ 5. 65 or over
_____ 6. No answer

Is your family income:

_____ 1. Below $5000
_____ 2. $5001-$7500
_____ 3. $7501-$10000
_____ 4. $10001-$15000
_____ 5. $15001-$25000
_____ 6. $25001 and over
_____ 7. Does not know
_____ 8. No answer

APPENDIX II

Time Started: _____
Telephone Number: _____
School District: _____

WORTHINGTON COMMUNITY COLLEGE
TELEPHONE COMMUNITY ASSESSMENT SURVEY

Hello, my name is _____ and I'm calling for Worthington Community College. The College is conducting a telephone community assessment survey to determine educational needs of persons in the service area. I would like to speak to either a man or woman in the household who is 18 years of age or older.

If no one 18 or older is home, ask when such a person is expected back. Make two follow-up phone calls to try to get an eligible respondent.

Repeat the introductory paragraph when you get a correct respondent on the phone. Ask if they are willing to participate in the survey. If the answer is yes, proceed to the survey. If the answer is no, thank them and terminate the call.

Goal I. Sources of Information About Worthington Community College

Where have you gotten most of your information about Worthington Community College?

_____ 1. Discussion with friends
_____ 2. Discussion with students
_____ 3. Local radio stations
_____ 4. Local newspapers
_____ 5. TV
_____ 6. Brochures and pamphlets published by the college
_____ 7. Other (specify) _____

How can Worthington Community College best provide you with information about the college?

_____ 1. By sending you a college catalog
_____ 2. By putting your name on a mailing list to receive college brochures and pamphlets
_____ 3. Through more articles in local newspapers
_____ 4. By presenting more information over the radio and television
_____ 5. Letting you talk with a counselor on campus
_____ 6. By posters and roadsigns
_____ 7. No interest

APPENDIX II (continued)

Goal II. Attitudes Toward Worthington Community College

How important do you think the following items are to students attending Worthington Community College?

1. Very important 2. Moderate importance 3. Little importance

_____ 1. The reputation of the college
_____ 2. Low cost
_____ 3. Close to home
_____ 4. Small size of college
_____ 5. Specialized program offered there
_____ 6. Other (specify) _____

Have most of the opinions you have heard about Worthington Community College been:

_____ 1. Positive
_____ 2. Neutral
_____ 3. Negative
_____ 4. No opinion

Goal III. Knowledge About Worthington Community College

Does Worthington Community College offer _____?

1. Yes 2. No 3. Not sure

_____ 1. College level courses
_____ 2. Vocational courses
_____ 3. Adult education courses
_____ 4. Courses in reading skills improvement
_____ 5. Agricultural courses
_____ 6. Competency based education program
_____ 7. Financial aids for students
_____ 8. Recreational programs for public use
_____ 9. Cultural activities for the public
_____10. Courses for academically advanced high school seniors
_____11. Child care services for enrolled students
_____12. A writing laboratory for students with writing difficulties
_____13. A math laboratory where students can progress at their own rate

Is a high school diploma required in order to take courses at Worthington Community College?

_____ 1. Yes
_____ 2. No

APPENDIX II (continued)

Goal IV. Educational Needs and Interests

For each item below, please give your opinion as to whether the item is very important, somewhat important, or not important.

1. Very important 2. Somewhat important 3. Not important
4. No opinion

_____ 1. Academic counseling
_____ 2. Job and career counseling
_____ 3. Social and recreational functions
_____ 4. Job placement services
_____ 5. Library books and facilities
_____ 6. Retraining adults for new jobs and careers
_____ 7. Cultural activities for the community such as plays, music concerts, lectures, movies, etc.
_____ 8. Early admission for high school students
_____ 9. Adult education courses
_____10. College transfer programs
_____11. Psychological counseling
_____12. Vocational courses
_____13. Women's studies
_____14. Developmental education
_____15. Cooperative programs with other higher educational institutions
_____16. Work/study programs for credit
_____17. Credit-by-examination or for life experiences

At the present time, what one type of education program or activity would be of greatest interest to you?

_____ 1. Workshops or presentations about subjects of special interest
_____ 2. Training programs to improve your everyday skills
_____ 3. Career training
_____ 4. College degree credit courses
_____ 5. Occupational training to upgrade your job skills
_____ 6. Leisure and/or fitness classes
_____ 7. Not interested

I am going to read you a list of a wide variety of subjects and skills which a person might like to study or learn more about. For each item on the list respond with a yes, no, or maybe to indicate your interest.

1. Yes 2. No 3. Maybe

_____ 1. Agricultural chemicals
_____ 2. Art
_____ 3. Beef production

APPENDIX II (continued)

_____ 4. Biology
_____ 5. Blue print reading
_____ 6. Business and management skills
_____ 7. Chemistry
_____ 8. Child development and child care
_____ 9. Computers and data processing
_____ 10. Conservation
_____ 11. Consumer education
_____ 12. Crafts
_____ 13. Creative writing
_____ 14. Current affairs
_____ 15. Dairy production
_____ 16. Drama
_____ 17. English
_____ 18. Environment
_____ 19. Flight training ground school
_____ 20. Foreign languages
_____ 21. Fund raising
_____ 22. Geology
_____ 23. Health and Safety
_____ 24. Health occupations
_____ 25. High school completion classes
_____ 26. History
_____ 27. Hobby classes
_____ 28. Hog production
_____ 29. Home management skills
_____ 30. Home repairs and do-it-yourself skills
_____ 31. Improvement of basic skills such as reading, writing, and math
_____ 32. Investment
_____ 33. Land use
_____ 34. Lawn and gardening
_____ 35. Literature
_____ 36. Mass media
_____ 37. Math
_____ 38. Mechanics
_____ 39. Music
_____ 40. OSHA rules and regulations
_____ 41. Physical fitness
_____ 42. Physics
_____ 43. Psychology
_____ 44. Public speaking
_____ 45. Real estate
_____ 46. Recreation
_____ 47. Religion
_____ 48. Row crops
_____ 49. Secretarial skills
_____ 50. Seeds
_____ 51. Sociology
_____ 52. Soils and Fertilizers

APPENDIX II (continued)

_____53. Technical skills
_____54. Trades
_____55. Travel
_____56. Welding
_____57. Other (specify) _____

I will read the list of subjects and skills to which you answered yes in the previous question. For each yes choice indicate whether you feel it is very important or moderately important. (The person asking the questions will put a "V" or "M" alongside each No. 1 choice)

Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning in the areas you indicated as very important in the previous question? (Check one of the following)

_____ 1. No
_____ 2. A certificate of completion of the course or program for possible use in job advancement
_____ 3. Continuing Education Units for recognition of non-credit continuing education
_____ 4. Credit toward high school diploma for non-high school graduates
_____ 5. Job entrance and other licensing requirements
_____ 6. College credit toward a two-year or four-year college degree
_____ 7. Graduate credit toward an advanced degree

Goal V. Conditions Under Which the Constituency of Worthington Community College Can Best Be Served

If you were to take a class at Worthington Community College which of the following items would be preferred? (Respond to each item)

1. Yes 2. No 3. Undecided 4. No opinion

_____ 1. Classes during the morning
_____ 2. Classes during the afternoon
_____ 3. Classes during the late afternoon or early evening
_____ 4. Classes during the evening
_____ 5. Saturday classes
_____ 6. Classes on campus
_____ 7. Classes at a location in your home town. (If yes, what location _____)
_____ 8. One- or two-day seminars
_____ 9. College sponsored travel for credit
_____10. Courses by newspaper
_____11. College credit classes
_____12. Adult education classes
_____13. Classes lasting one to six weeks

_____14. Vocational classes
_____15. Academic counseling
_____16. Job and career counseling
_____17. Correspondence classes
_____18. Fall classes
_____19. Winter classes
_____20. Spring classes
_____21. Summer classes

How important would each of the following items be to you in deciding whether to take courses at Worthington Community College?

1. Important 2. Of little importance 3. Undecided 4. No Opinion

_____ 1. Distance of travel to course
_____ 2. Availability of child care
_____ 3. Offered during working hours
_____ 4. Offered after working hours
_____ 5. Employer's encouragement
_____ 6. Length of course
_____ 7. Cost of tuition and books
_____ 8. Availability of financial aid

Goal VI. Respondent Characteristics

Are you currently a student at Worthington Community College?

_____ 1. Yes _____ 2. No

What kind of work do you do?

_____ 1. Professional and technical
_____ 2. Manager/Administrator
_____ 3. Farmer
_____ 4. Salesworker
_____ 5. Clerical worker
_____ 6. Craftsman/Trades
_____ 7. Non-farm laborer
_____ 8. Farm laborer
_____ 9. Service worker
_____10. Housewife
_____11. Student
_____12. Unemployed
_____13. Retired
_____14. Disabled
_____15. Other (specify) _____

Is your age between:

_____ 1. 18-20 _____ 4. 45-64

APPENDIX II (continued)

_____ 2. 21-24
_____ 3. 25-44
_____ 5. 65 or over
_____ 6. No answer

Respondent is:

_____ 1. Male
_____ 2. Female

Date of Interview: _____
Time Finished: _____
Number of Minutes: _____
Interviewer: _____

APPENDIX III

FINAL QUESTIONNAIRE

Time Stated: _____
Telephon Number: _____
School District: _____

WORTHINGTON COMMUNITY COLLEGE
TELEPHONE COMMUNITY ASSESSMENT SURVEY

Hello, m name is _____ and I'm calling for Worthington Communit College. The College is conducting a telephone community assessment surv to determine educational needs of persons in the service area. I would ke to speak to either a man or woman in the household who is 18 years of ge or older.

If no on 18 or older is home, ask when such a person is expected back. Make two ollow-up phone calls to try to get an eligible respondent.

Repeat th introductory paragraph when you get a correct respondent on the phone. Ak if they are willing to participate in the survey. Tell them the surve will require about 15 minutes of their time. If the answer is yes, proced to the survey. If the answer is no, thank them and terminate the call.

Goal I. ources of Information About Worthington Community College

A. Wherehave you gotten most of your information about Worthington Communit College?

_____ 1. Discussion with friends
_____ 2. Discussion with students
_____ 3. Local radio stations
_____ 4. Local newspapers
_____ 5. TV
_____ 6. Brochures and pamphlets published by the college
_____ 7. Other (specify) _____

B. In whih of the following ways can Worthington Community College provide yu with information about the college?

1. Yes 2. No

_____ 1. By sending you a college catalog
_____ 2. By putting your name on a mailing list to receive college brochures and pamphlets
_____ 3. Through more articles in local newspapers

APPENDIX III (continued)

_____ 4. By presenting more information over the radio and television
_____ 5. Letting you talk with a counselor on campus
_____ 6. By posters and roadsigns
_____ 7. No interest

Goal II. Attitudes Toward Worthington Community College

A. How important do you think the following items are to students attending Worthington Community College?

1. Very important 2. Moderate importance 3. Little importance

_____ 1. The reputation of the college
_____ 2. Low cost
_____ 3. Close to home
_____ 4. Small size of college
_____ 5. Specialized program offered there
_____ 6. Other (specify) _____

B. Have most of the opinions you have heard about Worthington Community College been:

_____ 1. Positive
_____ 2. Neutral
_____ 3. Negative
_____ 4. No opinion

Goal III. Knowledge About Worthington Community College

A. Does Worthington Community College offer _____?

1. Yes 2. No 3. Not sure

_____ 1. College level courses
_____ 2. Vocational courses
_____ 3. Adult education courses
_____ 4. Courses in reading skills improvement
_____ 5. Agricultural courses
_____ 6. Competency based education program
_____ 7. Financial aids for students
_____ 8. Recreational programs for public use
_____ 9. Cultural activities for the public
_____ 10. Courses for academically advanced high school seniors
_____ 11. Child care services for enrolled students
_____ 12. A writing laboratory for students with writing difficulties
_____ 13. A math laboratory where students can progress at their own rate

B. Is a high school diploma required in order to take courses at Worthington Community College?

_____ 1. Yes
_____ 2. No

APPENDIX III (continued)

Goal IV. Educational Needs and Interests

A. For each item below, please give your opinion as to whether the item is very important, moderately important, or of little importance.

1. Very important 2. Moderate importance 3. Little importance
4. No opinion

_____ 1. Academic counseling
_____ 2. Job and career counseling
_____ 3. Social and recreational functions
_____ 4. Job placement services
_____ 5. Library books and facilities
_____ 6. Retraining adults for new jobs and careers
_____ 7. Cultural activities for the community such as plays, music concerts, lectures, movies, etc.
_____ 8. Early admission for high school students
_____ 9. Adult education courses
_____ 10. College transfer programs
_____ 11. Psychological counseling
_____ 12. Vocational courses
_____ 13. Women's studies
_____ 14. Developmental education
_____ 15. Cooperative programs with other higher educational institutions
_____ 16. Work/study programs for credit
_____ 17. Credit-by-examination or for life experiences

B. At the present time, what one type of education program or activity would be of greatest interest to you?

_____ 1. Workshops on subjects of special interest
_____ 2. Training programs to improve your everyday skills
_____ 3. Career training
_____ 4. College degree credit courses
_____ 5. Occupational training to upgrade your job skills
_____ 6. Leisure and/or fitness classes
_____ 7. Not interested

C. I am going to read you a list of a wide variety of subjects and skills which a person might like to study or learn more about. For each item on the list respond with a yes, no, or maybe to indicate your interest.

1. Yes 2. No 3. Maybe

_____ 1. Agricultural chemicals
_____ 2. Art
_____ 3. Beef production
_____ 4. Biology
_____ 5. Blue print reading
_____ 6. Business and management skills
_____ 7. Chemistry

APPENDIX III (continued)

_____ 8. Child development and child care
_____ 9. Computers and data processing
_____10. Conservation
_____11. Consumer education
_____12. Crafts
_____13. Creative writing
_____14. Current affairs
_____15. Dairy production
_____16. Drama
_____17. English
_____18. Environment
_____19. Flight training ground school
_____20. Foreign languages
_____21. Fund raising
_____22. Geology
_____23. Health and Safety
_____24. Health occupations
_____25. High school completion classes
_____26. History
_____27. Hobby classes
_____28. Hog production
_____29. Home management skills
_____30. Home repairs and do-it-yourself skills
_____31. Improvement of basic skills such as reading, writing, and math
_____32. Investment
_____33. Land use
_____34. Lawn and gardening
_____35. Literature
_____36. Mass media
_____37. Math
_____38. Mechanics
_____39. Music
_____40. OSHA rules and regulations
_____41. Physical fitness
_____42. Physics
_____43. Psychology
_____44. Public speaking
_____45. Real estate
_____46. Recreation
_____47. Religion
_____48. Row crops
_____49. Secretarial skills
_____50. Seeds
_____51. Sociology
_____52. Soils and Fertilizers
_____53. Technical skills
_____54. Trades
_____55. Travel
_____56. Welding
_____57. Other (specify) _____

APPENDIX III (continued)

I will read the list of subjects and skills to which you answered yes in the previous question. For each yes choice indicate whether you feel it is very important or moderately important. (The person asking the questions will put a "V" or "M" alongside each No. 1 choice.)

D. Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning in the areas you indicated as very important in the previous question? (Check one of the following.)

_____ 1. No
_____ 2. A certificate of completion of the course or program for possible use in job advancement
_____ 3. Continuing Education Units for recognition of non-credit continuing education
_____ 4. Credit toward high school diploma for non-high school graduates
_____ 5. Job entrance and other licensing requirements
_____ 6. College credit toward a two-year or four-year college degree
_____ 7. Graduate credit toward an advanced degree

Goal V. Conditions Under Which the Constituency of Worthington Community College Can Best Be Served

A. If you were to take a class at Worthington Community College which of the following items would be preferred? (Respond to each item.)

1. Yes 2. No 3. Maybe 4. No opinion

_____ 1. Classes during the morning
_____ 2. Classes during the afternoon
_____ 3. Classes during the late afternoon or early evening (4:00-6:30 P.M.)
_____ 4. Classes during the evening
_____ 5. Saturday classes
_____ 6. Classes on campus
_____ 7. Classes at a location in your home town. (If yes, what location _____)
_____ 8. One- or two-day seminars
_____ 9. College sponsored travel for credit
_____10. Courses by newspaper
_____11. College credit classes
_____12. Adult education classes
_____13. Classes lasting one to six weeks
_____14. Vocational classes
_____15. Academic counseling
_____16. Job and career counseling
_____17. Correspondence classes
_____18. Fall classes
_____19. Winter classes

APPENDIX III (continued)

_____20. Spring classes
_____21. Summer classes

B. How important would each of the following items be to you in deciding whether to take courses at Worthington Community College?

1. Very important 2. Moderate importance 3. Little importance
4. No opinion

_____ 1. Distance of travel to course
_____ 2. Availability of child care
_____ 3. Offered during working hours
_____ 4. Offered after working hours
_____ 5. Employer's encouragement
_____ 6. Length of course
_____ 7. Cost of tuition and books
_____ 8. Availability of financial aid

Goal VI. Respondent Characteristics

A. Are you currently a student at Worthington Community College?

_____ 1. Yes _____ 2. No

B. What kind of work do you do?

_____ 1. Professional and technical
_____ 2. Manager/Administrator
_____ 3. Farmer
_____ 4. Salesworker
_____ 5. Clerical worker
_____ 6. Craftsman/Trades
_____ 7. Non-farm laborer
_____ 8. Farm laborer
_____ 9. Service worker
_____10. Housewife
_____11. Student
_____12. Unemployed
_____13. Retired
_____14. Disabled
_____15. Other (specify) _____

C. Is your age between:

_____ 1. 18-20
_____ 2. 21-24
_____ 3. 25-44
_____ 4. 45-64
_____ 5. 65 or over
_____ 6. No answer

D. Respondent is:

_____ 1. Male _____ 2. Female

APPENDIX III (continued)

Date of Interview: _____
Time Finished: _____
Number of Minutes: _____
Interviewer: _____

APPENDIX IV

OFF-CAMPUS CLASS ENROLLMENTS FALL 1977-WINTER 1979

Fall 1977

Community	Class	Enrollment
Luverne	Beginning Painting	13
Luverne	Introduction to Data Processing	20
Windom	Personnel Supervision	18
Windom	Introduction to Data Processing	19
Windom	Child Psychology	22
Windom	Introduction to Sociology	8

Winter 1978

Windom	Principles of Accounting I	18
Windom	Marriage and Family	12

Spring 1978

Jackson	Beginning Drawing	11

Fall 1978

Luverne	Watercolor	7
Slayton	Ethics	10
Windom	Principles of Macroeconomics	9
Windom	Composition I	13
Windom	American History I	7
Windom	Social Problems	2

Winter 1979

Luverne	Principles of Accounting I	18
Luverne	Marriage and Family	12
Windom	Principles of Microeconomics	8
Windom	Composition II	8
Windom	American History II	10
Windom	Readings in Philosophy	13

APPENDIX V

WORTHINGTON EVENING CLASS ENROLLMENTS
FALL 1977-WINTER 1979

Fall 1977

Class	Enrollment
Principles of Accounting I	39
Income Tax Accounting	25
Welding	12
Ceramics	22
Reading Improvement	15
Principles of Macroeconomics	18
Salesmanship	18
Business Law	22
Essentials of English	9
Composition I	9
Alcohol, Tobacco and Drugs	16
Western Civilization	16
College Arithmetic	5
Introduction to Higher Algebra	8
Higher Algebra	6
Introduction to the Metric System	10
Choir Directing	3
Community Chorus	2
Functional Piano	7
Keyboard Improvision	4
Issues in the Environment	6
Swimming	5
Tennis	15
Officiating Basketball	23
Officiating Wrestling	7
Introduction to Psychology	26
Introduction to Sociology	21
Crime and Justice	17
Marriage and Family	22
Introduction to Speech	28

Winter 1978

Principles of Accounting II	16
Electricity in Agriculture	19
Farm Project	6
Farm Records	9
Welding	15
Art Appreciation	10
Adding and Calculating Machines	8

APPENDIX V (continued)

Class	Enrollment
Personnel Supervision	25
Decision Making	13
Reading Improvement	8
Principles of Microeconomics	23
Composition II	11
Composition III	23
Western Civilization	25
Beginning Photography	15
Introduction to the Metric System	10
Functional Piano	3
Keyboard Improvision	2
Swimming	11
Intramural Winter Sports	38
Energy Conservation	17
General Psychology	7
Child Psychology	43
Social Problems	7
Spring 1978	
Principles of Accounting	13
Small Engines	14
Introduction to Anthropology	28
Raku Pottery	22
Introduction to Data Processing	24
Consumer Economics	21
Retail Merchandising	27
Composition III	6
First Aid and Safety	28
Introduction to Women's Studies	8
Popular Culture	9
Beginning Photography	11
Introduction to the Metric System	9
Functional Piano	1
Keyboard Improvision	4
Swimming	2
Tennis	15
Golf	35
Officiating Volleyball	13
Psychology of Adjustment	9
Psychology-Family Violence	39
Fall 1978	
Principles of Accounting I	31
Intermediate Accounting	3
Income Tax Accounting	13
Welding	14

APPENDIX V (continued)

Class	Enrollment
Painting	9
Introduction to Business	17
Beginning Typewriting	14
Beginning Shorthand	14
Introduction to Data Processing	12
Basic Computer Programming I	14
Reading Improvement	9
World Literature	6
Public and Personal Health	11
First Aid and Safety	10
Introduction to Journalism	7
Beginning Photography	8
College Arithmetic	7
Introduction to Higher Algebra	3
Higher Algebra	1
Officiating Wrestling	19
Electoral Process	5
Introduction to Psychology	9
Social Problems	7
Marriage and Family	23
Introduction to Speech	10

Winter 1979

Principles of Accounting II	16
Electricity in Agriculture	13
Welding	17
Ceramics	6
Gregg Shorthand and Transcription	5
Business Correspondence	8
Retail Merchandising	12
Reading Improvement	7
Cardiopulmonary Resusitation	15
Cardiopulmonary Resusitation	14
Alcohol, Tobacco and Drugs	13
American History	20
Advanced Journalism	4
Introduction to the Metric System	14
Biological Science	6
Energy Issues/Conservation	20
Swimming	8
Psychology of Adjustment	7
Introduction to Real Estate	77

UNIVERSITY OF CALIF.
LOS ANGELES
NOV 2 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES